

Institutional Effectiveness

2008 - 2009

OPERATIONAL PLAN



The *2008-2009 Operational Plan* outlines our first year of activities designed to accomplish the goals and priority initiatives of the college's 2008-2011 Strategic Plan. The new strategic plan emphasizes workforce development, renews our commitment to participate in partnership with numerous college constituent groups, the on-going need to provide meaningful professional development experience for members of the college's faculty and staff, and effective resource management.

To ensure we meet our most challenging academic and administrative responsibilities, the college has identified eight institutional priorities to focus on. These institutional priorities represent a sub-set of the strategic planning goals and continue MTC's long commitment to accountability and assessment. Through its new strategic planning initiatives, MTC renews its commitment to the students, community and businesses it serves.

Table of Contents

I.	Operational Planning Activities Calendar, 2008-2009.....	3
II.	Goals and Priority Initiatives: 2008-2009 Action Strategies	5
	Advancement Division.....	7
	Academic Affairs Division	17
	Business Affairs Division	41
	Continuing Education	45
	Enterprise Campus	47
	President's Office.....	49
	Student Development Services	51
III.	Critical Success Factors, Indicators of Effectiveness and Measurement Standards	67
IV.	Reports to the SC Commission on Higher Education, 2008-2009.....	81
V.	College-wide Survey Activities	87

SECTION I

Operational Planning Activities Calendar 2008-2009

SECTION I

OPERATIONAL PLANNING ACTIVITIES CALENDAR, 2008-2009

Operational Planning Activities Calendar, 2008-2009

<u>DATE</u>	<u>ACTIVITY</u>
August 2008	2007-2008 Institutional Effectiveness Report Card Finalized 2008-2009 Operational Plan (IE) Finalized
August 2008	MTC Commission Retreat
September 15, 2008	State Accountability Report due to SC Budget and Control Board
October 2008	Revise the 2008-2009 Budget
November 2008	Initiate 2009-2010 Budget Process
February 2009	Request for 2008-2009 Progress Reports and 2009-2010 Action Strategies Distributed by the MTC Office of Assessment, Research and Planning (ARP)
April 29, 2009	College Submits 2009-2010 Progress Reports (Action Strategies and Indicators) as well as 2009-2010 Proposed Action Strategies to ARP Office
May 2009	2009-2010 Budget Approved by MTC Commission
May 18, 2009	CHE Institutional Effectiveness Report Drafts Due to ARP
June 2009	Executive Council Planning Day (Progress of 2008-2009 Action Strategies and Indicators and Review of 2009-2010 Proposed Action Strategies)
August 3, 2009	All 2008-2009 IE and Act 255 Reports Due to CHE & the State Board for Technical and Comprehensive Education (SBTCE)
August 2009	2008-2009 Institutional Effectiveness Report Card Published 2009-2010 MTC Operational Plan Published
August 2009	MTC Commission Retreat

SECTION II

Goals and Priority Initiatives

2009-2010 Action Strategies

Midlands Technical College ADVANCEMENT DIVISION Goals and Priority Initiatives

Goal 1: The college embraces and innovative learning environment that enhances teaching, learning and individual development.

Priority Initiative: Define and continuously refine what learning community means to MTC.

Action Strategies:

ARP will explore and define its role in the concept of learning community. (ARP)

ARP staff will increase their knowledge of available college programs and services. (ARP)

The Resource Development Office will seek external funding opportunities from both public and private resources that support and strengthen the services of the college.

Resource Development will assist in the compilation of the SACS required QEP.

Priority Initiative: Develop and strengthen all aspects of programs and services.

Action Strategies:

ARP will ensure the timely and accurate completion of the analysis of all data needed in the academic program review process of MTT, NMT, RAD, PTA, CGC, HVAC and MLT. (ARP)

ARP will design, administer and analyze survey research of Employers, Current Students and Alumni in the following programs: MTT, NMT, RAD, PTA, CGC, HVAC and MLT. (ARP)

ARP will assist in conducting administrative program reviews in the Advancement and Business Affairs divisions. (ARP)

ARP will administer, analyze and disseminate the Graduate Follow-Up, Faces of the Future and the Community College Survey of Student Engagement. (ARP)

ARP will conduct survey research projects for Nursing, PTA and Allied Dental Health. (ARP)

ARP will analyze data to support the assessment of student learning outcomes in Psychology and Sociology. (ARP)

ARP will analyze and disseminate findings of research conducted to evaluate the college's course placement process. (ARP)

The Development Office will continue to aggressively seek external private funding opportunities that will directly support the programs and services provided by the college.

Media Services will work with the Southern Association of Colleges and Schools (SACS) Committee by providing technical support and the migration from paper to web format during the MTC Reaffirmation Process. Such support includes site administration for MTC's online web application Compliance Assist including training.

Priority Initiative: Enhance student retention and goal attainment.

Action Strategies:

ARP will analyze and disseminate findings of research conducted in Health Science, Engineering Technology and Industrial Technology programs. (ARP)

ARP will collect and disseminate retention information in Health Science, Engineering Technology and Industrial Technology programs compared to similar programs within the South Carolina Technical College System. (ARP)

ARP will participate in a national retention benchmarking program (CSRDE). (ARP)

ARP will provide retention tracking information for the college and identified sub-population cohorts in support of the institutional priorities. (ARP)

ARP will facilitate the development of standardized definitions and processes relating to the analysis of student retention. (ARP)

ARP will provide survey research for New Student Advisement, Counseling Services and the Office of Student Life. (ARP)

ARP will support the SACS QEP process through the design, administration and analysis of appropriate survey instruments. (ARP)

Instructional Design will investigate, develop, and pilot an orientation that trains learning management system users (currently WebCT) before they have access to an online class.

Public Affairs will maximize the delivery of college publications to returning students to enhance retention rates. Public Affairs will advise Enrollment Services on effective communications with existing students through email, phone tree and other existing media.

Resource Development will participate in the preparation of the Student Support Services grant for the U.S. Department of Education

Priority Initiatives: Identify and implement student-centered learning enhancements.

Action Strategies:

Instructional Design will investigate and pilot the use of Podcasting Technology within the college community.

Media Services will continue to research, procure, install and maintain multimedia equipment for the college to improve student-centered learning.

Media Services will support the growth and usage of streaming technology for the college to include live and on-demand videos.

Media Services will support the growth of web-based learning through online services used both at a distance and in the classroom.

Media Services, working with Instructional Design, will provide state-of-the-art teaching technologies that will enhance classroom instruction by reworking area for faculty and staff integration with hands on technology assistance.

Priority Initiatives: Promote faculty and staff participation in innovative developments in their fields of study.

Action Strategies:

The Development Office, through the MTC Foundation, will provide professional development funding that will enable faculty and staff to obtain specific training and professional development in their field of study.

Instructional Design will develop and pilot an online learning lab for our faculty.

Media Services will provide adjunct training and new faculty training to enhance understanding of the technology available for the learning environment.

Media Services will coordinate and implement a full range of technology rich products for checkout to faculty and staff. This equipment comes with personal instruction as well as stand-alone standard operating procedures.

Public Affairs will make efficient use of the college's internal communications such as Intranet, email, campus postings, etc. to promote learning environment initiatives to faculty and staff.

Priority Initiative: Provide community access to college and career opportunities.

Action Strategies:

The Development Office will seek private funds that specifically address scholarship opportunities through the MTC Foundation that support the college's most neediest and at-risk populations.

Instructional Design will investigate upgrading the college's learning management system.

Instructional Design will investigate, develop and pilot an interface between Datatel and the learning management system (currently WebCT) that streamlines the process of registration.

Media Services, through the development of its synchronous and asynchronous delivery of courses, will provide community access to allow the college to offer traditional training and career opportunities via Internet, television broadcast, distant site transmission and evolving educational technologies.

Public Affairs will create a coordinated recruiting and public information campaign to show the value of the college's programs and services.

Priority Initiative: Promote global awareness.

Action Strategies:

Media Services, through VNN and JANUS displays, will continually provide current trends of information throughout the world.

Media Services will provide technology solutions for communicating face-to-face internationally through Internet based codes and algorithms.

Priority Initiative: Integrate diversity and multiculturalism into programs and services.

Action Strategies:

Media Services will enforce standards that represent the multi-cultural populations in all projects produced including compliance with Section 508 concerning ADA requirements for web design. This will include diversity in all productions such as video, web-based, print and PowerPoint.

Goal 2: The college prepares a workforce that meets the demands of business and industry.

Priority Initiative: Provide a critical mass of employable students with competencies and credentials to meet employer needs.

Action Strategies:

Media Services will work with the feeder high schools, the student work study program and the Upward Bound program to provide on the job training for students interested in the audio visual technology fields.

Media Services' Copy Center, through its job training program, will work with youth to provide opportunities to gain career experience in the field of print media.

Resource Development will continue to coordinate with multiple units in the college funding searches to support development of employability skills

Priority Initiative: Promote career planning and adaptability to prepare students for current and emerging career opportunities.

Action Strategies:

Public Affairs will promote the college and its programs to highlight career-specific benefits to diverse audiences.

Goal 3: The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education.

Priority Initiative: Expand collaboration and interaction with area school districts.

Action Strategies:

ARP will provide survey research to help evaluate TRIO services provided in area school districts. (ARP)

ARP will provide survey research to help evaluate recruitment services provided by the Office of Recruitment and Community Outreach. (ARP)

ARP will expand service area high school reports to include student success variables. (ARP)

Media Services, through streaming and distant learning technologies to alternate locations, will continually work with the educational community partners to provide quality services.

Media Services will support college events on campus and in the three county service area.

Media Services will continue to provide support for the Middle College programs on Airport and Beltline Campuses.

Public Affairs will act in an advisory capacity for marketing and communications to Middle Colleges and other secondary and post-secondary partners.

Priority Initiative: Expand course offerings, student services and articulation with higher education institutions.

Action Strategies:

Resource Development will work with higher education partners to develop financial support for articulation.

Goal 4: The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Collaborate with economic development organizations and higher education institutions to increase business and industry development.

Action Strategies:

Media Services will continue to provide a bridge through both wired and wireless communication pathways to promote a stronger SC business market through linking industry and education.

Resource Development will seek to support economic development with regional industry and business by seeking financial support from external public and private funders.

Priority Initiative: Expand and strengthen the role of program advisory committees.

Action Strategies:

Public Affairs will publish and update an Advisory Committee Manual to better inform advisory committee members about their roles and responsibilities. Public Affairs will emphasize in college outreach the role advisory committees play in developing valuable curricula.

Priority Initiative: Promote learning opportunities that strengthen civic responsibility.

Action Strategies:

Public Affairs will help identify, organize and support opportunities for the college to engage in community events.

Goal 5: The college serves as a catalyst in economic development.

Priority Initiative: Design and implement innovative, proactive programs to address the needs of the business community and expand the workforce.

Action Strategies:

Media Services will support the development of the Enterprise Campus.

Priority Initiative: Promote public/private partnerships and enterprise development.

Action Strategies:

Public Affairs will use the news media, publications and other targeted communications to make community stakeholders aware of new and ongoing public/private partnerships engaged in by the college.

Goal 6: The college validates its programs and services through a comprehensive evaluation process.

Priority Initiative: Develop systemic processes that provide the leadership of the college with information and data to support strategic and operational decision-making.

Action Strategies:

ARP will compile and disseminate the annual Operational Plan and Report Card. (ARP)

ARP will coordinate the development and reporting of the annual Institutional Priorities. (ARP)

ARP will update the ARP web site to ensure timely access to all pertinent demographic information and ARP developed research reports. (ARP)

Media Services will continue to work with ARP on the design and posting of the web version of the MTC Fact Book.

Media Services' Copy Center will conduct surveys in order to develop strategies to provide information for future equipment and service planning.

Priority Initiative: Support the development and use of national and peer comparisons to measure the effectiveness and efficiency of academic and administrative performance.

Action Strategies:

ARP will disseminate benchmarking information from national databases and surveys to college administrators. (IPEDS, CSRDE, Faces of the Future, CCSSE, and the SBTCE) (ARP)

ARP will develop a model to report comparative data for selected variables for peer and aspirational institutions. (ARP)

The Development Office will benchmark community and technical college fundraising efforts in the areas of annual giving, planned giving, special events, and major gifts fundraising that will put in place a comprehensive fundraising effort at the college.

Using national and peer comparisons, Instructional Design will work with faculty to investigate and develop a draft of online standards.

Priority Initiative: Support department-based research by faculty and staff.

Action Strategies:

ARP will assist the department chairs in the development of research projects. (ARP)

ARP will support academic departments in the development and analysis of student learning outcomes. (ARP)

Priority Initiative: Enhance the college's national recognition as a leader in institutional planning, effectiveness, assessment and innovative research concepts.

Action Strategies:

Public Affairs will enhance national recognition by communicating significant achievements to the local, regional and national news media.

Priority Initiative: Develop and disseminate information needed to influence the direction of post-secondary education in South Carolina.

Action Strategies:

Instructional Design will participate in the Distance Education Peer Group (DEPG) to collaborate with other post secondary institutions to influence the direction of distance education in South Carolina.

Public Affairs will develop collateral materials and public events to clearly communicate the development of new college programs and student service initiatives. Public Affairs will actively communicate development phases and required community interaction of the Enterprise Campus as it evolves.

Priority Initiative: Develop and implement comprehensive risk management strategies.

Action Strategies:

Media Services will develop strategies for procuring and replacing equipment to minimize equipment obsolescence.

Media Services' Copy Center will maintain an operating status log for its equipment and staff in order to evaluate leasing contracts, purchasing of replacement equipment, and flow control to assess workloads for making budgetary decisions.

Goal 7: The college engages in efficient, effective and innovative resource development and management.

Priority Initiative: Seek partnerships with local agencies and higher education institutions to enhance and leverage resources.

Action Strategies:

Media Services will consult as needed with professionals from local agencies and other higher educational institutions to provide assistance.

Resource Development will continue to seek opportunities for funding for institutional initiatives.

Priority Initiatives: Seek and obtain alternate funding.

Action Strategies:

The Development Office and the MTC Foundation will implement a comprehensive fundraising campaign, Building the Future, to support the programs and services offered by the college.

The Development Office will conduct a comprehensive annual giving campaign targeting all the college constituencies including college graduates by program degree, faculty and staff, board members, vendors, retirees, local business and industry and friends of the college.

The Development Office will implement programs to recognize donors with the creation of the President's Society, which will recognize \$1000 annual contributions to the MTC Foundation, and the establishment of a donor recognition wall.

Public Affairs will lend its marketing, communications and public relations expertise to support the college's Development Office, Foundation Board and Resource Development unit in their ability to raise money in the community and through grant writing.

Resource Development will seek and compete for creative public and private funding opportunities.

Priority Initiative: Develop methods to conserve resources and increase revenue.

Action Strategies:

Media Services will continue to work with its vendors to obtain educational spending bonuses, rebate programs, and quantity-based or multi-purchase savings, to maximize the use of resources.

Priority Initiative: Position the college to maximize state and local support.**Action Strategies:**

Media Services will create and support presentations that highlight the college and conform to the standard of excellence of MTC.

Public Affairs will create target publications for state and local elected officials explaining the college's priorities and funding requests. Public Affairs will support the college Government Relations Plan through arranging VIP tours, special events, personal letters and other actions as deemed necessary by the committee.

Goal 8: The college recruits, retains and develops exceptional faculty and staff.**Priority Initiative: Provide opportunities and funding to ensure the on-going professional development of faculty and staff.****Action Strategies:**

Identify future training needs and provide opportunities. (ARP)

The Development Office, through the MTC Foundation, will provide professional development funding that will enable faculty and staff to obtain specific training and professional development in their field of study.

Instructional Design will provide opportunities for its staff to attend classes and national/regional conferences for on-going professional development.

Media Services will provide opportunities for its staff to attend classes and national/regional conferences, seminars for on-going professional development, and tuition assistance.

Priority Initiative: Ensure accurate and meaningful communication college-wide.**Action Strategies:**

Instructional Design will investigate and implement a system for tracking Instructional Design support calls from faculty and students.

Instructional Design will continually update pertinent information to the college community.

Public Affairs will maintain an active and relevant college Intranet to maximize college communications. The site will include informational pages that may be used by college divisions; timely posting of college wide news and information; and a means for direct employee-to-employee communication.

Midlands Technical College

ACADEMIC AFFAIRS

Goals and Priority Initiatives

GOAL 1: The college embraces an innovative learning environment that enhances teaching, learning and individual development.

Priority Initiative: Define and continuously refine what learning community means to MTC.

Action Strategies:

Participate in the development of the QEP. (NUR)

Develop a 3 year vision for the nursing department. (NUR)

Research and disseminate information on the concept of the learning community—how the term is defined and how learning communities have been promoted and fostered at other colleges and universities. (FD)

The Health Sciences Department clinical practitioners interested in improving their effectiveness as allied health science educators will participate in the Faculty Development Series. (HS)

Priority Initiative: Develop and strengthen all aspects of programs and services.

Action Strategies:

Continuously develop library resources that support instruction and student learning. (LIB)

Continue to update ASC software and hardware as needed. (LIB)

Offer curriculum workshops for fulltime and part time faculty (DVS)

Formulate recommendations that arise from examining learning outcomes assessment data collected across department courses in 2008 (ENG)

Continue to develop opportunities and certificate program enhancements for ESL students. (ENG)

Investigate alternative funding for securing additional faculty for Health Sciences programs with only one full time faculty member: Expanded Duty Dental Assisting, Medical Assisting and Pharmacy Technology. (HS)

Conduct a Program Review of the Commercial Graphic Communication program. (IND)

Conduct a Program Review of the Heating, Ventilation, Air Conditioning and Refrigeration program. (IND)

Conduct a Program Review of the Machine Tool Technology program. (IND)

Pilot SPC 205 as hybrid course. (HUM)

Pilot REL 102 as hybrid course. (HUM)

Offer HIS 105 online. (HUM)

Offer ART 105 online. (HUM)

Offer REL 103 online. (HUM)

Continue to develop, evaluate and possibly implement other hybrid or online courses. (HUM)

Review mathematics placement test cut-scores and make recommendations for changes based on the findings. (MAT)

Continue to develop, evaluate and possibly implement other short and hybrid courses. (SCI)

BIO-112-10 wk offered in spring 2008 and fall 2008

Offered split labs on Bio 112 during spring 2008.

Continue updating the Science Department website. (SCI)

Participate in the Programming and Development stages of the Science Laboratories in the Lexington Hall expansion and in the new Engineering and Science Building in the North East Campus. (SCI)

Continue effort to convert as many courses as practical to hybrid format. Perform on-going evaluation of effectiveness of hybrid format for those courses. (ENGR)

Explore the possibility of developing cross-disciplinary certificates that still support the degree programs. (ENGR)

Priority Initiative: Provide community access to college and career opportunities.

Action Strategies:

Both the Library and Academic Success Centers will be staffed for Open House. (LIB)

Continue offering courses at high schools, Batesburg-Leesville and Harbison Campuses as requested (DVS)

Increase the number of online and hybrid classes. (DVS)

Explore possibilities for Friday one-day course offerings and hybrid courses to enhance new (as of Fall 2008) MTWTH course scheduling. (ENG)

Evaluate Batesburg-Leesville English course offerings for days/times/courses that best meet student needs. (ENG)

The College Transfer Programs (A.A./A.S.) will continue to participate in MTC's Open House programs. Program Directors will conduct information sessions for prospective students and their families regarding the programs and transfer to senior institutions. Additionally, the A.A./A.S. Program Directors will continue to participate in high school career fairs and workshops throughout the college's service area. (TRA)

Pursue opportunities in Fairfield County; continue to support paraprofessional grant in Fairfield County. (AVPAS)

Collaborate with other divisions of the college to build enrollment at Batesburg Campus (AVPAS)

Participate in Open Houses on both campuses. (NUR)

Complete the development of online supplemental material for each clinical course. (NUR)

Offer NUR 162 as a hybrid course. Evaluate student response. (NUR)

Expand the information campaign for Health Science Merit Admissions Opportunity in Dental Hygiene, Respiratory Care, Radiology, and Physical Therapy Assisting Programs. (HS)

Initiate delivery of the Pharmacy Technician Diploma program in a hybrid format and continue to deliver the Community Pharmacy Certificate on-line, so as to minimize student travel time and allow pharmacy-employed students to continue working. (HS)

Machine Tool Technology program will host an informational expo for the enrolled undecided students. (IND)

Host a field studies for the industrial technology students from our local school districts. (IND)

Continue offering courses at high schools, Batesburg-Leesville and Harbison Campuses as needed. (HUM)

Offer the Midlands Math Meet for middle school students in our service area to introduce them to future opportunities through MTC. (MAT)

Offer MAT courses at the Batesburg/Leesville Campus. (MAT)

Offer MAT courses at the Harbison Campus. (MAT)

Offered BIO 110 course at Batesburg-Leesville Campus. (SCI)

Promote the Project Lead the Way program and encourage formal dual credit and advanced placement credit agreements with local school districts. (ENGR)

Expand course offerings in the 10, 7, and 5 week formats (SBS).

Increase number of internet and hybrid sections for all terms (14, 10, 7, 5 weeks) (SBS).

Increase number of course offerings at the Batesburg/Leesville campus (SBS).

Offer PSY 212- Abnormal Psychology on the Beltline Campus (SBS).

Priority Initiative: Enhance student retention and goal attainment.

Action Strategies:

Expand Supplemental Instruction. (LIB)

Increase the number of students participating in Read Right. (LIB)

Submit data for national certification by NADE (DVS)

Continue to improve the COL 103 and COL 105 library modules to have students better utilize the library resources (DVS)

Analyze student success in subsequent courses after DVS classes (DVS)

Contact by Title Three Grant retention advocates to students who drop out of college while taking DVS courses to ascertain reasons and to encourage them to return with special assistance from Academic Success Center (DVS)

Implement offering of COL 101 for students in academic difficulty (DVS)

Collect and evaluate data on Writing Workshop-eligible students (those who have failed Eng 100 twice) to determine participation rates, personnel needs, and strategies (ENG)

Plan writing assistance (supplemental instruction) program to make use of Title III funds designated for developmental (Eng 100) students (ENG)

Collect data and evaluate adequacy of current Eng 010 (Fast Track) reading score thresholds and WSAMP scoring for best placement into Eng 010 (ENG)

The College Transfer Programs (A.A./A.S.) will continue to participate in the New Student Orientation and Advisement programs. Program Directors and A.A./A.S. faculty advisors will meet with entering freshmen and their families to discuss the student's educational and career goals. Advisors will explain program requirements and place the student in courses based on placement test scores. (TRA)

The College Transfer Programs (A.A./A.S.) will continue to work closely with the programs on campus that serve at-risk populations (i.e. SSS) to facilitate student transfer to 4-yr colleges and universities. Relevant activities include conducting transfer/advising workshops for students and/or program staff and faculty advising. (TRA)

The A.A./A.S. Program Directors will coordinate services with the Counseling Services Office for students who have been re-admitted to the college following academic suspension. (TRA)

Conduct focus groups with students who were not successful as well as students who were successful utilizing structured questions to provide student input and ideas for additional retention strategies. (NUR)

Implement four strategies from student suggestions. (NUR)

Identify baseline success rates for students who were unsuccessful in their first attempt at NUR 101. (NUR)

Develop NUR 100 to be required for re-entry for students who failed or withdrew from the first clinical course. (NUR)

Design an intervention procedure for NUR 100 students that provides follow-up through the NUR 265 level. (NUR)

Explore scheduling which decreases the number of days students need to come to campus/clinical facilities. (NUR)

Participate in new student orientation. (NUR)

Continue to implement retention strategies, to include each HS faculty member stating a retention-focused objective in their 2008-09 FPMS planning stage. (HS)

Work with ARP to refine the parameters of the State Technical College System retention report to include not only Health Sciences degree program data, but also state retention benchmarks for diploma and certificate health sciences programs. (HS)

Develop and implement an individual graduation plan sheet for each Machine Tool Technology student to be used to retain and track the student's progress toward graduation. (IND)

Scripting, casting and directing students for Academic Dishonesty DVD for use by instructors, students and Campus Life in conjunction with Student Development Services and Advancement in order to make students aware of the dangers of plagiarization. (HUM)

Implementation of Pre- and Post test concerning communication apprehension in SPC 205. (HUM)

Utilize the assessment of student learning outcomes data to enhance student success in MAT courses. (MAT)

Implement the ICT (Introduction to Computers) Certificate. (IST)

Investigate a club for building inexpensive computers for students to use at home. (IST)

Work with Career Programs Project Coordinator to develop strategies and activities to increase enrollment and retention. (IST)

Continue offering Science Open Labs (SCI)

Continue efforts by the Department to investigate retention problems on a program-by-program basis. Gather data to explain/correct the drop-out rate in engineering technology. (ENGR)

Implement strategies to increase success in PSY 201- General Psychology (SBS).

Participate in training with Director of Instructional Design to increase retention in internet/hybrid courses (SBS).

Increase number of “Call Me Mister” program volunteer mentor teacher (SBS).

Priority Initiative: Identify and implement student-centered learning enhancements.

Action Strategies:

Investigate and identify potential “online tutoring services” for implementation. Explore techniques to increase student involvement during instruction. (ENG)

Implement best practices for student success found at other institutions (DVS)

Continue to work with the Academic Success Center to provide effective communication between Work with Academic Success Center to implement in 2008-09 online writing tutorials planned in 2007-2008 (ENG)

Explore ways to enhance reading-writing connections using newly adopted readers in ENG 010, 100 and 101 (ENG)

Investigate reports on student writing-about-literature problems in 200-level English courses to determine need and recommendations for additional materials or texts on writing about literature (ENG)

Develop Student Learning Objectives for all NUR courses with criteria for evaluation. Evaluate outcomes for the 08-09 year. (NUR)

Continue to offer open labs for students to practice clinical skills. (NUR)

Develop and present a faculty workshop/seminar on student-centered learning—what it is; how to create the necessary classroom environment; and how to develop, implement, and assess appropriate classroom activities. (FD)

Investigate alternative scheduling for various Health Sciences programs so as to minimize travel time and maximize clinical learning experiences. (HS)

Identify mechanisms to strengthen relationships with health care facilities in the Midlands, so as to maximize clinical learning opportunities for health sciences students in the MTC attendance area. (HS)

Investigate the available human simulators, lap top computers w/carts and mobile classroom furniture for the Lexington Hall addition which will maximize student learning for multiple health sciences disciplines. (HS)

Submit cost projections and space utilization proposals to executive council for inclusion of the following on the Master Facilities Plan: (HS)

- upgrading the dental clinic for student learning in a computerized dental setting;
- refurbishing the respiratory therapy labs to provide for more convenient scheduling for student learning and for inclusion of the recently approved Polysomnography Certificate; and
- remodeling the pharmacy technician laboratory to provide a better learning environment for retail pharmacy operations.

Investigate purchase of a Gamma camera for the Nuclear Medicine Program to provide student practice, so that competency at the laboratory standard can be achieved prior to clinical placement. (HS)

Identify student learning outcomes for the Industrial programs. (IND)

Continue to develop, evaluate and possibly implement other hybrid or online courses. (HUM)

Implement Student Learning Outcome Assessments in all 50 Humanities courses. (HUM)

Continue to work with the Academic Success Centers to collect and analyze data to evaluate the success of new activities and find new opportunities to address student needs. (SCI)

Continue Supplemental Instruction in BIO 210, Bio 211, and Bio 225 sections. (SCI)

Develop, implement and evaluate student learning outcomes for every course offered in Social and Behavioral Sciences (SBS).

Develop departmental study guide for PSY 201 final exam to be placed on department web site (SBS).

Revise SOC 101 Student Handbook for use in Academic Success Center (SBS).

Assist in the location of Psychology/Sociology tutor for Academic Success Center (SBS).

Explore feasibility of initiating Supplemental Instruction for selected Economics and Psychology courses (SBS).

Priority Initiative: Promote faculty and staff participation in innovative strategies to enhance the learning environment.

Action Strategies:

Encourage MTC reads by providing books and other materials in the library. (LIB)

Provide a list of professional development resources available through the library webpage, including books, journals, e-books and websites of a variety of topics. Topics will be coordinated with the Director of Faculty Development. (LIB)

Create a brief, informative description of Supplemental Instruction (SI) for dissemination among faculty and staff to promote participation in the program. (LIB)

Encourage faculty to apply for Professional Development funding in order to participate in pertinent conferences, training, etc. that will impact students by allowing instructors to be as current as possible in their fields of instruction (DVS)

Encourage faculty to attend conferences and discuss with this colleagues to learn techniques that can be implemented to increase student success (DVS)

Assign senior faculty as mentors to newly hired faculty (DVS)

Encourage faculty to apply for MTC Curriculum Development Funding (ENG)

Continue promoting faculty involvement in MTC-CARES sessions and use of service-learning projects in ENG courses (ENG)

Provide information and support to faculty applications for Professional Development funding so that faculty can participate in pertinent conferences, training, etc. that will impact students by helping instructors to be more aware of and informed about new disciplinary and pedagogical approaches (ENG)

Circulate departmental subscriptions to professional journals among faculty and ASC writing tutors to promote awareness of new approaches (ENG)

Host the No Frills English Conference for sister colleges across the state (ENG)

Continue department's Professional Development Reading Series and invite faculty participants to be speakers at departmental forums to share ideas about pedagogical strategies and enhancements of MTC learning environments (ENG)

Continue MTC Reads program (AVPAS)

Host the annual statewide Deans and Directors of Nursing Education workshop on teaching in nursing. (NUR)

Develop and present a Faculty Development Series of workshops/seminars focusing on a variety of instructional strategies—for example, student-centered learning, writing across the curriculum, and teaching critical thinking. (FD)

With library staff, develop topics for professional development resources available through the library's web site and the web site of the Office of Faculty Development. (FD)

Health Sciences faculty will actively participate in the college's QEP. (HS)

Encourage industrial faculty to participate in return to industry and/or professional development opportunities to stay current in the technologies. (IND)

Encourage all new faculty, adjunct included, to participate in activities offered by the Office for Faculty Development. (SCI)

Support professional development efforts by the faculty. Encourage planning and tracking of professional development efforts as part of the FPMS/goals process. (ENGR)

Encourage faculty to participate in Faculty Development Series training sponsored by the Director of Faculty Development (SBS).

Support faculty requests for professional development in the area of teaching excellence (SBS).

Priority Initiative: Promote global awareness.

Action Strategies:

Continue department's Professional Development Reading Series, which focuses on the study of non-Western fiction and non-fiction literatures (ENG)

Explore ways that ENG 165 (Professional Communication) and Eng 290 (a special topics might incorporate global awareness) (ENG)

Continue to support International Committee and International Relations Club. (AVPAS)

Provide in-service on health care in another country. (NUR)

Include global medical and dental missions participants as presenters to MTC health sciences student clubs and faculty groups. (HS)

Offer ART 214 summer 2009. (HUM)

Develop HIS 214, REL 214, THE 214 syllabi, submit through curriculum process, in order to have specialized curricula for overseas trip courses. (HUM)

Offer REL 214 summer 2009 after acceptance. (HUM)

Priority Initiative: Integrate diversity and multiculturalism into programs and services.**Action Strategies:**

Invite faculty (particularly participants in the Professional Development Reading Series) to be speakers at departmental colloquia or in other ways to share ideas about ways to include multiculturalism and diversity in departmental courses (ENG)

Continue to offer minority literatures courses, and implement the newly approved ENG 230 Women Writers course (ENG)

Explore ways that ENG 165 (Professional Communication) and ENG 290 (special topics courses newly added to state CAC and not yet offered at MTC) might incorporate diversity/multiculturalism (ENG)

Investigate the degree to which diversity and multiculturalism is included in Health Sciences curricula. (HS)

Continued work on "*In Their Own Words: A History of Harbison Institute*" in order to preserve and transcribe the history of Harbison Institute before it is lost by completing historical research and creating a frame of reference, by conducting additional interviews and transcribing videotaped material, by locating a suitable way to archive the materials, and by making the materials available to the public. (HUM)

Goal 2: The college prepares a workforce that meets the demands of business and industry.**Priority Initiative: Align curricula with workforce needs.**

Action Strategies:

Initiate discussions with department chairs about specialized curriculum development training for their faculty. (FD)

Plan for the offering of the Polysomnography Certificate program in spring 2009 and the offering of the Surgical First Assistant Certificate program in fall 2009. (HS)

Plan for the transition of the EMT-Paramedic Program from the DOLETA grant. (HS)

Imaging Programs consider incorporating CT competencies. (HS)

Investigate the employment needs for welders by our local business and industry. (IND)

Investigate the future employment needs for Machine Tool Students. (IND)

Business/Public Service Department will develop a 2-year plan to align academic studies in accounting with workforce needs. (BUS)

Poll employers as to interest in possible certifications (IST)

Investigate the need for joint major in Computer Technology and Business (IST)

Initiate detailed discussions of what the local nuclear power industry needs. Plan new courses if required (ENGR)

Implement new certificates in Mechanical Engineering Technology. (ENGR)

Plan and seek approval for a nuclear operator certificate under the MET program, this would be an SCE&G-specific certificate. (ENGR)

Organize a new Chemical Technology Advisory committee. (ENGR)

Priority Initiative: Develop employability skills.**Action Strategies:**

Obtain attendance policies from major clinical facilities; Review nursing policy on clinical absences. (NUR)

Incorporate competency assessment of skills in the Pre-Health Care Certificate Program. (HS)

Create a document which cross references the student learning outcomes of the Pre-Health Care Program and those required by Lexington Medical Center, Palmetto Health Richland and Baptist and Sisters of Charity Providence Hospital for entry level basic patient care technicians. (HS)

Research the feasibility of requiring all Pre-Health Care Certificate applicants to complete the Work Keys Assessment as part of their AHS 119 course. (HS)

Encourage industrial technology students to take the customer service course AOT 180. (IND)

Business/Public Service Department will develop a plan to improve employment skills with an emphasis on soft skills. (BUS)

Design a one hour e-portfolio production service course. (IST)

Revise two following two work experience courses: (IST)

- a. AOT-255 Senior Practicum
- b. AOT-271 SCWE in Administrative Office Technology

Adjust all degree curricula to address oral communication skills as a key element in each program. Use AET program as the model. (ENGR)

Provide to those who request it, assistance with resume writing to target specific employers. This can be handled by the outreach/retention coordinator. (ENGR)

Priority Initiative: Provide a critical mass of employable students with competencies and credentials to meet employer needs.

Action Strategies:

Continue to encourage student success in the basic skills of reading, writing and math in preparation of curriculum courses (DVS)

The DOLETA grant director will manage the grant extension so as to graduate the 1st cohort of EMT-Paramedics in fall 2008 and to receive the 2nd cohort in January 2009. (HS)

Investigate employment opportunities for industrial technology students in the Energy industries. (IND)

Encourage faculty and student participation in professional organizations and colloquium series on emerging technologies in information systems and membership in the Association of Information Technology Professionals. (IST)

Encourage students to complete practice certification exams. (IST)

Develop Student Learning Outcomes for Science Courses (SCI).

Priority Initiative: Promote career planning and adaptability to prepare students for current and emerging career opportunities.

Action Strategies:

Encourage students to take IDS 102—Career Development to explore the different career fields. (DVS)

Encourage students to take IDS 201—Leadership Development to build their leadership skills as needed in the business world. (DVS)

Participate in E-Advising pilot program. (NUR)

Sponsor a Health Career Day for High School students with MEBA. (NUR)

Health Sciences faculty will participate in the Airport Campus Open House on October 25th and the MEBA Health career day on October 14th. (HS)

Health Sciences advisor and retention coordinator will begin the creation of a new Health Sciences Program career information DVD and will investigate the possibility of this production being available for access on the Health Sciences Web Site. (HS)

Health Sciences faculty and staff will continue to work with the E-advising task force. (HS)

Investigate Health Science faculty sponsoring a MTC Pre-Med and Pre-Dental club populated primarily by AA-AS and PreHealth Care students. (HS)

Provide representatives to serve on the alliance committees for MEBA (Midlands Education and Business Alliance) to promote career planning and adaptability for the students in our service area. (IND)

Promote career planning and awareness during all initial advisement sessions through use of the Student Advisement-Planning-Career Goals protocol. (ENGR)

Develop literature (handouts) for use in the Student Advisement-Planning process. (ENGR)

Goal 3: The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education.

Priority Initiative: Expand course offerings, student services and articulation with higher education institutions.

Action Strategies:

DVS faculty to work in conjunction with Academic Success Center tutors and ReadRight© tutors to encourage participation in enrichment programs offered through ReadRight© and the Academic Success Center (DVS)

Investigate implications of recent changes in University of South Carolina first-year composition course sequence on MTC ENG 101 and 102 course offerings (ENG)

Continue facilitation of student transfer to 4-yr colleges and universities through faculty advising, coordination of transfer and articulation agreements, and coordination of recruitment and transfer events for AA/AS students. (TRA)

Continue participation and partnership with projects (i.e. Clemson's "Call Me Mister" and USC's "Diverse Pathways Project" that seek to recruit and support students as they progress from K-12 to MTC to 4-year colleges and universities. (TRA)

Continue to disseminate information to students and advisors about the USC-MTC Bridge Program. Participating students receive information and services in areas such as admissions, housing, and financial aid. (TRA)

Explore revision of previous articulation agreement with Benedict College and Columbia College. (TRA)

Update previous articulation agreement with Sherman College of Straight Chiropractic (TRA)
Continue Pathways to Education grant; explore similar relationships with 4-year Education programs besides USC. (AVPAS)

Compile information on South Carolina RN to BSN programs for student advisement. (NUR)

Finalize the 1 + 1 articulation agreement between the MTC's Health Information Management (HIM)

Associate Degree Program and USC Upstate's Bachelors of Science degree in HIM. (HS)

Continue to dialogue with other technical college Health Sciences Dept Chairs and Deans about the disposition of MUSC's Bachelors of Health Sciences program. (HS)

Revisit discussion with USC's Arnold School of Public Health about offering a Bachelors Degree in Public Health and possibly the Bachelors of Health Sciences Degree. (HS)

Continue to review transfer agreements with 4-yr schools and CHE approved transfer course list. Seek transfer approval for any Humanities courses not already covered in articulation agreements and/or the CHE approved transfer course list. (HUM)

Expand summer research opportunities for MTC students through participation in the South Carolina Alliance for Minority Participation in the STEM disciplines. (MAT)

Examine the demand for offering CPT-102 Basic Computer Concepts as a transfer course. (IST)

Increase sections of ECO 201- Economic Concepts for students transferring to USC (SBS).

Increase sections of EDU 201- Classroom Inquiry with Technology and 241- Learners and Diversity for Education students transferring to USC (SBS).

Develop and offer EDU 230- Schools in Communities for Education students transferring to USC (SBS).

Develop and offer ANT 101- General Anthropology for easy statewide transferability for summer transient students (SBS).

Priority Initiative: Expand collaboration and interaction with area school districts.

Action Strategies:

Continue to offer courses at local high schools as requested (DVS)

Continue to offer courses at high schools as requested (ENG)

Continue to work with high school guidance counselors and teachers on WSAMP indicators for writing instruction (ENG)

The A.A./A.S. Program Directors will continue to participate in high school career fairs and workshops throughout the college's service area. (TRA)

Provide information on MTC programs to middle colleges (AVPAS)

Working with faculty and students, provide tutoring in test taking strategies to Lower Richland High School Students (AVPAS)

Participate in career days at area schools. (NUR)

The Health Science Advisor and Retention Coordinator will initiate significant interactions with area High School Health Science Technology teachers and HOSA sponsors. (HS)

The Pharmacy Technician Program Coordinator will begin investigation about offering some PHM course components in area high schools. (HS)

Machine Tool Technology will host a skills fair for the local school district's machine tool technology programs to show and evaluate their senior projects. (IND)

Work with MEBA (Midlands Education and Business Alliance) to host career events such as educator field studies, engineering and industrial technologies expos, and career fairs. (IND)

Provide representatives to serve on advisory committees for our local school districts. (IND)

The Humanities department offers a variety of courses at Airport High School, Brookland-Cayce High School, Ridgeview High School, Fairfield High School, as well as at Fairfield Adult Education. (HUM)
Offer MAT courses on high school campuses when requested with sufficient student enrollment. (MAT)

Expand dual credit opportunities for PLTW students. See Goal 1 above. (ENGR)

Expand the department's participation in career fairs and other outreach activities (ENGR)

Expand dual credit opportunities to local high schools (SBS).

Recruit new and strengthen existing field placement sites in local schools for EDU students (SBS).

Increase the number of "Call Me Mister" Presentations given to local high schools (SBS).

Disseminate "Call Me Mister" Brochures and updated information to area high schools annually (SBS).

Priority Initiative: Enhance education through community interaction and adoption of nationally recognized curricula and standards.

Action Strategies:

Circulate published information from recently completed (2006-07) national survey of two-year college English programs (ENG)

Evaluate curriculum for compliance with new NLNAC standards. (NUR)

Research and disseminate information on nationally recognized curricula and standards. (FD)

Initiate the accreditation process for the Surgical First Assistant Certificate and the Polysomnography Certificate. (HS)

Investigate the accreditation process for the Medical Records Coder Certificate and the Paramedic Certificate. (HS)

Continue to promote NIMS certification for the machine tool programs in our local school districts. (IND)

Investigate the possibility of offering the mechatronics curriculum for industrial maintenance. (IND)

Expand dual credit opportunities for PLTW students. See Goal 1 above. (ENGR)

Expand the department's participation in career fairs and other outreach activities (ENGR)

Expand the number of in-class contacts (guest lectures) with local high schools through the Outreach Coordination process. (ENGR)

Goal 4: The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Collaborate with economic development organizations and higher education institutions to increase business and industry development.

Action Strategies:

Participate in MEBA Health and Human Services Alliance. (NUR)

The DOLETA grant director will manage the grant extension so as to graduate the 1st cohort of EMT-Paramedics in fall 2008 and to receive the 2nd cohort in January 2009. (HS)

Participate in activities hosted by MEBA to promote increased business and industry development. (IND)

Assist MEBA with the design and publication of a MEBA Career (guide) Booklet for use at outreach events (ENGR)

Priority Initiative: Expand and strengthen the role of program advisory committees.

Action Strategies:

Review writing composition curriculum with program advisory committee in response to recent changes by several senior institutions. (TRA, ENG)

Utilize advisory committee members to facilitate employer surveys of nursing graduates. (NUR)

Establish a viable Pre-Health Care Advisory Committee. (HS)

Establish a viable EMT-Paramedic Advisory Committee. (HS)

Review the participation level of the members and recruit new members for the industrial advisory committees. (IND)

Implement a mid-year curriculum review by the advisory committees. Coordinators will prepare a report to the committee for the annual meeting. (ENGR)

Priority Initiative: Seek opportunities for dialogue and interaction to ensure the college is proactive in its participation in advancing the community.

Action Strategies:

Publish special issue of *Stylus* focusing on U.S. military service in MTC community (ENG)

Continue to attend Richland One Middle School board meetings and to support its programs in appropriate ways (ENG)

Create process for credit faculty to work with Enterprise Campus to identify and acquire clients for the Enterprise Campus. (Diane Carr, Melvin Hawkins, Lisa LaBorde, Marian Nurse, Greg Lee)

Participate in the One Voice One Plan Collaborative. (NUR)

Health Sciences Program Directors will continue to participate in their professional associations and various licensing and regulation unit meetings. (HS)

Business/Public Service Department will provide support to the MTC Enterprise Campus initiative. (BUS)

Priority Initiative: Promote learning opportunities that strengthen civic responsibility.

Action Strategies:

Enhance service learning component of COL 105 (DVS)

Continue to promote MTC-CARES and support service-learning initiatives in department courses (ENG)

Work with Director of Faculty Development to continue MTC CARES' efforts to provide training and resources for faculty to use Service Learning as a teaching method. (AVPAS)

As part of the Faculty Development Series, develop and present a workshop/seminar focusing in part on service learning—what it is, how to incorporate service learning into the curriculum, how to develop and manage a service learning project, how to assess service learning, and so on. (FD)

Monitor Health Sciences student participation in their student professional organizations' leadership roles. (HS)

Monitor Health Sciences student participation in community service learning opportunities. (HS)

Involve the Industrial Technology Students in the Adopt-A-Family project. (IND)

Continue to offer SPA 155 with strong Service Learning component. (HUM)

Investigate establishment of an on-line clearinghouse for requests for volunteer IT services that the students could provide.

Investigate Service Learning opportunities for incorporation into SOC 205- Social Problems course (SBS).

Promote student participation in Political Science Forums (SBS).

Goal 5: The college serves as a catalyst in economic development.

Priority Initiative: Design and implement innovative, proactive programs to address the needs of the business community and expand the workforce.

Action Strategies:

Plan for the offering of the Polysomnography Certificate program in spring 2009 and the offering of the Surgical First Assistant Certificate program in fall 2009. (HS)

Create a document which cross references the student learning outcomes of the Pre-Health Care Program and those required by Lexington Medical Center, Palmetto Health Richland and Baptist and Sisters of Charity Providence Hospital for entry level basic patient care technicians. (HS)

The DOLETA grant director will manage the grant extension so as to graduate the 1st cohort of EMT-Paramedics in fall 2008 and to receive the 2nd cohort in January 2009. (HS)

Allied Dental Education Programs faculty will investigate the likelihood of the ADA Proposed New Dental Team Members becoming a reality in South Carolina. (HS)

The Pharmacy Technician Program Coordinator will begin investigation about offering some PHM course components in area high schools. (HS)

Finalize the 1 + 1 articulation agreement between the MTC's Health Information Management. (HIM)

Associate Degree Program and USC Upstate's Bachelors of Science degree in HIM. (HS)

Revisit discussion with USC's Arnold School of Public Health about offering a Bachelors Degree in Public Health and possibly the Bachelors of Health Sciences degree. (HS)

Investigate the future employment needs for welders by the local businesses. (IND)

Continue working with local business and industry to establish apprenticeship opportunities for our students. (IND)

Continue to promote and enhance the fuel cell training program at MTC. (ENGR)

Work with the local power company, and Michelin to provide specific training for their workforce where ever possible. (ENGR)

Priority Initiative: Promote public/private partnerships and enterprise development.

Action Strategies:

Continue to work through the Advancement Division to garner support from Providence Hospital for the development of the Surgical First Assistant program and with Physician's Care Charity for alternative funding for faculty positions. (HS)

Investigate offering the Medical Record Coding Program on-site at Providence Hospital through a corporate contractual arrangement. (HS)

Continue to partner with Palmetto Health and Continuing Education to develop their apprenticeship for their maintenance staff. (IND)

Goal 6: The college validates its programs and services through a comprehensive evaluation process.

Priority Initiative: Develop systemic processes that provide the leadership of the college with information and data to support strategic and operational decision-making.

Action Strategies:

Compile learning outcomes assessment data collected across department courses in 2008 and provide departmental learning outcomes assessment data to the college through the LEARN system (ENG)

Formulate, communicate, and initiate departmental process involving faculty through committees and course coordinators for ongoing a) evaluation of learning outcomes assessment data, b) reporting on findings and recommendations to full-time and adjunct faculty, and c) agreement on action strategies for the next year's planning cycle (ENG)

Establish and implement an ongoing process of student learning outcome assessment. (ALL)

Implement the LEARN system for recording academic unit's assessment in a uniform manner. (ALL)

Develop a data collection system for the Student Learning Objectives. (NUR)

Four Health Sciences programs will complete the college's periodic program review process in 08-09. (RAD, PTA, NUC, MLT) (HS)

The 210 Health Sciences Program course syllabi will be reformatted in the newly approved display and will incorporate Student Learning Outcomes (SLOs). Faculty will provide at least two year's of data related to the SLOs whenever possible. (HS)

Conduct a space needs analysis for the construction related programs. (IND)

Assess mathematical problem solving competencies in all courses offered by the Mathematics Department and use this information to make decisions regarding possible course and instructional improvements. (MAT)

Develop and track Student Learning Outcomes for Science courses (SCI).

Develop process for student learning outcomes data collection and analysis (SBS).

Priority Initiative: Support the development and use of national and peer comparisons to measure the effectiveness and efficiency of academic and administrative performance.

Action Strategies:

Examine the success rate of DVS students at other institutions as listed by the National Association of Developmental Education (NADE) and compare with MTC DVS students (DVS)

Work with ARP to refine the parameters of the State Technical College System retention report to include not only Health Sciences degree program data, but also state retention benchmarks for diploma and certificate health sciences programs. (HS)

Health Sciences programs will continue to receive satisfactory responses from their national accrediting agencies regarding the programs' annual reports. (HS)

Prepare for the ABET accreditation process for AET, CET, and EET in Engineering Technology. (ENGR)

Begin the initial planning process for eventual ABET accreditation of MET. (ENGR)

Prepare for the SACs review. (ENGR)

Gather statistic from other SC tech schools for benchmarking purposes. (ENGR)

Administer and evaluate results of students taking the national Test of understanding Economics for both ECO 210- Macroeconomics and ECO 211-Microeconomics (SBS).

Priority Initiative: Support department-based research by faculty and staff.

Action Strategies:

Monitor the student learning outcomes in Developmental Studies classes (DVS)

Formulate, communicate, and initiate departmental process (involving faculty through committees and course coordinators) for ongoing a) evaluation of learning outcomes assessment data, b) reporting on findings and recommendations to full-time and adjunct faculty, and c) agreement on action strategies for the next year's planning cycle (ENG)

Continue to track student performance in each nursing course; Evaluate effectiveness of NUR 100 in promoting success in NUR 101. (NUR)

Seek to implement changes in Health Sciences curricula, admissions criteria, etc, based on the program-based research reports provided by an independent consultant and begin tracking the effect of these changes on student learning and retention. (HS)

Each discipline area will be meeting, both full-time and adjunct, to reassess course objectives for each of the 50 Humanities courses offered. By next summer, revised objectives will be placed within syllabi to complement any revisions in SLO assessments. (HUM)

Correlate Student Learning Outcomes with students' success and retention rates (SCI).

Research and identify skills sets necessary for student success in Psychology 201 (SBS).

Evaluate post tests results for PSY 203- Human Growth and Development (SBS).

Priority Initiative: Enhance the college's national recognition as a leader in institutional planning, effectiveness, assessment and innovative research concepts.

Action Strategies:

Prepare to publish or present college's process for Student Learning Outcomes Assessment. (AVPAS)
None (HS)

Priority Initiative: Develop and disseminate information needed to influence the direction of post-secondary education in South Carolina.

Action Strategies:

Prepare to publish or present college's process for Student Learning Outcomes Assessment as a valid and viable means of ensuring accountability. (AVPAS)

Investigate MTC Health Science Department initiating the revitalization of the South Carolina Allied Health Alliance to discuss the direction of post-secondary Health Sciences education in South Carolina. (HS)

Meet with K-12 career counselors to provide information about IT employment opportunities. (IST)

Assist MEBA with the design and publication of a MEBA Career (guide) Booklet for use at outreach events. See also 4a above. (ENGR)

Priority Initiative: Develop and implement comprehensive risk management strategies.

Action Strategies:

Identify “Risk Management” as a major section in the evolving Health Sciences Department Procedures Manual. (HS)

Revise Lab Safety Procedures (SCI).

Goal 7: The college engages in efficient, effective and innovative resource development and management.

Priority Initiative: Seek partnerships with local agencies and higher education institutions to enhance and leverage resources.

Action Strategies:

Retain membership in PASCAL to continue Universal Borrowing and the purchase of databases. (LIB)
Renegotiate the Dental Hygiene Program 1+1 articulations with Central Carolina, Aiken and Orangeburg-Calhoun Technical College. (HS)

Priority Initiative: Seek and obtain alternate funding.

Action Strategies:

Investigate alternative funding for securing additional faculty for Health Sciences programs with only one full time faculty member: Expanded Duty Dental Assisting, Medical Assisting and Pharmacy Technology. (HS)

Investigate possible energy grants. (IND)

Applied for Humanities Council grant to fund “In Their Own Words: A History of Harbison Institute”. (HUM)

Seek grant funding to continue the open lab program and equipment/supplies for Chemical Technology. (ENGR)

Explore the possibility of local agency funding to design and build the MTC Fuel Cell Stack. (ENGR)

Priority Initiative: Develop methods to conserve resources and increase revenue.

Action Strategies:

Prepare to publish or present college’s process for Student Learning Outcomes Assessment as a valid and viable means of ensuring accountability. (AVPAS)

Propose amendment of Datatel program which will yield accurate reflection of clinical Health Sciences faculty for more timely review by program managers. (HS)

Review Dental Clinic revenue and cost of business to evaluate appropriateness of fees charged. (HS)

Priority Initiative: Position the college to maximize state and local support.

Action Strategies:

Create process for credit faculty to work with Enterprise Campus to identify and acquire clients for the Enterprise Campus. (Diane Carr, Melvin Hawkins, Lisa LaBorde, Marian Nurse, Greg Lee)
None (HS)

Goal 8: The college recruits, retains and develops exceptional faculty and staff.

Priority Initiative: Provide opportunities and funding to ensure the on-going professional development of faculty and staff.

Action Strategies:

Encourage faculty and staff to apply for Professional Development, in order to participate in pertinent conferences, training, etc. that will keep the Library and Academic Success Center current in the field. (LIB)

Encourage Humanities faculty to apply for Professional Development, in order to participate in pertinent conferences, training, etc. that will impact upon students by allowing instructors to be as current as possible in their fields of study. (HUM)

Encourage Humanities faculty to read and learn about new developments in their fields of study. (HUM)

Encourage faculty to attend conferences to learn best practices in their field of instruction. (DVS)

Request that publishers provide training upon adoption of new textbooks. (DVS)

Support faculty submissions of Curriculum Development Funding proposals (ENG)

Promote (through dissemination of information) and support faculty submissions of Professional Development Funding requests (ENG)

Host the No Frills English Conference for sister colleges across the state (ENG)

Aid in development of (and promote attendance of departmental adjunct faculty at) possible college-wide adjunct faculty professional development opportunities through new Director of Faculty Resources (Cindy Rogers) (ENG)

Circulate departmental subscriptions to professional journals among faculty and ASC writing tutors to promote awareness of new approaches (ENG)

Leverage available funds for Curriculum and Professional Development to maximize impact on faculty, staff, and students. (AVPAS / VPAA)

Encourage faculty participation in professional development activities. (NUR)

Develop and present a Faculty Development Series of workshops/seminars focusing on a variety of instructional strategies. (FD)

Determine the adequacy of current departmental professional funding. (HS)

In preparation for future challenges, the Business/Public Service Department will allocate funds to train and develop support staff in Excel and PowerPoint. (BUS)

Support faculty member participation at AMATYC and ICTCM national conferences as well as other workshops and conferences that focus on effective teaching and use of technology. (MAT)

Priority Initiative: Develop and implement innovative strategies for the recruitment and retention of faculty and staff.

Action Strategies:

Identify methods of expanding the diversity of applicant pools. (AVPAS / VPAA)

Develop and implement new faculty orientation; 2) develop and implement an annual Adjunct Faculty Conference. (FD)

The Humanities Department plans to continue to search for adjuncts to enable us to staff all classes with qualified instructors. (HUM)

The Humanities Department will fill a full time faculty position. (HUM)

Investigate a colloquium series targeting speakers who may also be candidates as adjunct or full-time faculty. (IST)

Priority Initiative: Ensure accurate and meaningful communication college-wide.

Action Strategies:

Revise English Department Adjunct Handbook to reflect new college processes, offices, and services and make this model available to other departments (ENG)

Provide Writing Tutorial Session Reports to college-wide faculty documenting their students' use of ASC writing tutorial services (ENG)

Revise Faculty Manual. (AA)

Implement common syllabi (AA)

Implement common look for departmental website pages. (AA)

Distribute Academic Affairs Council minutes to faculty. (AVPAS)

WEB pages will continue to be monitored for adherence to template and cross-referenced monthly with other published materials to maintain accuracy of the information. (HS)

Develop an “advising information” section of the Departmental Website to aid other advisors in providing accurate information. (IST)

Revise faculty handbook, department website, and course syllabi (SCI).

Priority Initiative: Integrate diversity and multiculturalism into employment practices and professional development.

Action Strategies:

Continue department’s Professional Development Reading Series focusing on non-Western literatures and cultures (ENG)

Create committee to explore methods of expanding the diversity of applicant pools. (AVPAS / VPAA)

Midlands Technical College
BUSINESS AFFAIRS
Action Strategies – 2008-2009

Goal 1: The college embraces an innovative learning environment that enhances teaching, learning and individual development.

Priority Initiative: Provide community access to college and career opportunities.

Action Strategies:

Seek ways to increase college presence in Fairfield County.

Construct Lexington Hall Addition.

Construct Harbison Classroom & Theater Building.

Goal 3: The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education.

Priority Initiative: Expand collaboration and interaction with area school districts.

Action Strategies:

Implement a Transcript Bridging System.

Goal 4: The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Collaborate with economic development organizations and higher education institutions to increase business and industry development.

Action Strategies:

Construct NE Accelerator.

Design NE Engineering-Science Wing.

Priority Initiative: Seek opportunities for dialogue and interaction to ensure the college is proactive in its participation in advancing the community.

Action Strategies:

Develop and pilot a Service Learning Management and Tracking System.

Partner with public entities to share resources.

Goal 6: The college validates its programs and services through a comprehensive evaluation process.

Priority Initiative: Develop systemic processes that provide the leadership of the college with information and data to support strategic and operational decision-making.

Action Strategies:

Solicit and obtain new banking contract.

Research and develop alternate delivery method for student refunds.

Priority Initiative: Support the development and use of national and peer comparisons to measure the effectiveness and efficiency of academic and administrative performance.

Action Strategies:

Insure SACS Compliance Certification for reaccreditation.

Use College Store Industry comparative financial data to control bookstore inventory.

Participate in annual APPA facilities survey.

Priority Initiative: Enhance the college's national recognition as a leader in institutional planning, effectiveness, assessment and innovative research concepts.

Action Strategies:

Seek to present Colleges Best Practices at conferences and seminars.

Submit the college's 2008-2009 Budget to GFOA for Distinguished Budget Award.

Submit the College's Comprehensive Annual Financial Report to GFOA for the Certificate of Achievement for Excellence in Financial Reporting Award for fiscal year 2007-2008.

Priority Initiative: Develop and implement comprehensive risk management strategies.

Action Strategies:

Implement criminal background check process of new employees.

Implement an offsite storage and recovery process for mission critical data.

Provide internal audits.

Review one-third of the College's policies and procedures.

Improve sense of security on campuses.

Restructure Public Safety.

Goal 7: The college engages in efficient, effective and innovative resource development and management.

Priority Initiative: Develop methods to conserve resources and increase revenue.

Action Strategies:

Automate Finance/HRM functions.

Seek alternative methods of mail distribution.

Seek increased use of state procurement card.

Implement mandatory direct deposit of employee's pay information.

Implement viewing of direct deposit pay on-line.

Implement direct deposit of employee's expense reimbursements.

Implement document imaging in the Accounts Receivable and Grant Accounting.

Automate the bookstores' download processes.

Work with vendors to enhance food choices.

Determine the feasibility of expanding support hours.

Replace fire alarm systems.

Implement computerized parking management system.

Replace HVAC in Saluda classrooms.

Improve HVAC in Wade Martin Building.

Restructure HRM.

Priority Initiative: Position the college to maximize state and local support.

Action Strategies:

Collaborate with state and county officials.

Goal 8: The college recruits, retains and develops exceptional faculty and staff.

Priority Initiative: Provide opportunities and funding to ensure the on-going professional development of faculty and staff.

Action Strategies:

Provide professional development training for Business Affairs employees.

Develop mandatory employee training program.

Priority Initiative: Develop and implement innovative strategies for the recruitment and retention of faculty and staff.

Action Strategies:

Participate in external job fairs.

Priority Initiative: Ensure accurate and meaningful communication college-wide.

Action Strategies:

Implement an IT/IRM orientation program for new faculty and staff.

Priority Initiative: Integrate diversity and multiculturalism into employment practices and professional development.

Action Strategies:

Provide diversity and multiculturalism awareness to Business Affairs staff.

Midlands Technical College CONTINUING EDUCATION Action Strategies – 2008-2009

Goal 2: The college prepares a workforce that meets the demands of business and industry.

Priority Initiative: Align curricula with workforce needs.

Action Strategies:

Expand academic affairs and continuing education collaborations with business partners. (CE)

Develop curriculum and programs to support alternate energy technologies to include nuclear and hydrogen. (CE)

Maximize clinical education opportunities with healthcare providers in the MTC service area. (CE)

Priority Initiative: Develop employability skills.

Action Strategies:

Enhance QuickJobs programs by adding employability skills component. (CE)

Goal 4: The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Seek opportunities for dialogue and interaction to ensure the college is proactive in its participation in advancing the community.

Action Strategies:

Form an advisory committee of Batesburg-Leesville community leaders and college personnel to explore strategies for engaging the community, assessing programs effectiveness, and increasing student enrollment. (CE)

Increase the college's presence in Fairfield County. (CE)

Goal 5: The college serves as a catalyst in economic development.

Priority Initiative: Design and implement innovative, proactive programs to address the needs of the business community and expand the workforce.

Action Strategies:

Support the identified economic development clusters for the region. (CE)

Priority Initiative: Establish programs to promote entrepreneurship and small business development.

Action Strategies:

Continue to play a lead role in the FastTracSC collaboration. (CE)

Goal 6: The college validates its programs and services through a comprehensive evaluation process.

Priority Initiative: Develop systemic processes that provide the leadership of the college with information and data to support strategic and operational decision-making.

Action Strategies:

Continue to gather and utilize comprehensive Continuing Education data for decision making through Year-end reports, annual program reviews and monthly financial reports. (CE)

Goal 7: The college engages in efficient, effective and innovative resource development and management.

Priority Initiative: Seek and obtain alternate funding.

Action Strategies:

Develop and submit proposals to secure external funding. (CE)

Goal 8: The college recruits, retains and develops exceptional faculty and staff.

Priority Initiative: Provide opportunities and funding to ensure the on-going professional development of faculty and staff.

Action Strategies:

Provide professional development opportunities for staff, faculty and adjunct faculty. (CE)

Midlands Technical College
ENTERPRISE CAMPUS
Action Strategies - 2008 - 2009

Goal 5: The college serves as a catalyst in economic development.

Priority Initiative: Promote public/private partnerships and enterprise development.

Action Strategies:

Support the identified economic development clusters for the region.

Action Strategies:

Identify and respond to Business Accelerator clients.

Action Strategies:

Develop plans for Enterprise Campus client engagement with students, faculty, and staff.

Goal 8: The college recruits, retains and develops exceptional faculty and staff.

Priority Initiative: Integrate diversity and multiculturalism into employment practices and professional development.

Action Strategies:

Develop a strategy to meet the infrastructure needs of the Enterprise Campus.

Midlands Technical College

Institutional Priorities

2008-2009

Objective 1: Expand College Access

Measures:

- Expand Lexington Hall, start construction on the Harbison classroom project, design the Engineering and Sciences facility on the Northeast Campus, and occupy the MTC Business Accelerator
- Form an advisory committee of Batesburg-Leesville community leaders and college personnel to explore strategies for engaging the community, assessing program effectiveness and increasing student enrollment
- Increase the College's presence in Fairfield County
- Enhance Quick Jobs

Objective 2: Strengthen Partnerships and Collaborations

Measures:

- Collaborate on Pathways initiatives with local school districts to enhance curricular alignment, increase dual enrollment and improve high school student readiness for college
- Promote the USC Bridge program and evaluate its effectiveness
- Initiate a new Bridge Program with at least one additional four-year college
- Maximize clinical education opportunities with health care providers in the MTC service area
- Support the identified economic development clusters for the region
- Identify and respond to Business Accelerator clients
- Expand Academic Affairs and Continuing Education collaborations with business partners

Objective 3: Impact the Present and Future Needs of Advanced Manufacturing, Engineering Technology and Industrial Technology

Measures:

- Continue to research and analyze factors impacting engineering technologies and industrial technologies enrollment trends and expand the scope of the study
- Develop plans for Enterprise Campus client engagement with students, faculty, and staff
- Develop curriculum and programs to support alternate energy technologies to include nuclear and hydrogen

Objective 4: Expand Resources Received by the College

Measures:

- Develop and implement the 2008-09 Government Relations Plan
- Develop and submit proposals to secure external funding
- Implement the new MTC Foundation campaign for private support
- Implement strategies to increase college funding assistance to students
- Evaluate processes and seek the resources needed to implement retention strategies
- Develop a strategy to meet the infrastructure needs of the Enterprise Campus

Objective 5: Implement a Process to Obtain Reaffirmation by the Southern Association of Colleges and Schools (SACS)

Measures:

- Implement a comprehensive process to identify and develop the Quality Enhancement Plan (QEP) component of the reaffirmation process
- Complete and submit the Compliance Certification component of the reaffirmation process
- Design and implement a continuous process for the evaluation of Student Learning Outcomes

Objective 6: Positively Impact the Retention Rates of Identified Student Populations

Measures:

- Analyze data on identified student populations where retention is five percentage points or more below the college average
- Implement strategies to impact the retention rates of identified student populations in order to increase the retention rates of these sub-populations at least five percentage points over the next five years
- Implement strategies to impact the retention rates in the Nursing program
- Implement retention strategies in targeted Health Sciences programs

Midlands Technical College
STUDENT DEVELOPMENT SERVICES
Action Strategies – 2008-2009

Goal 1: The college embraces an innovative learning environment that enhances teaching, learning and individual development.

Priority Initiative: Develop and strengthen all aspects of programs and services.

Action Strategies:

The Office of Student Assessment will review and update the Student Assessment Test Administrator's Manual.

The Office of Student Assessment will review and update online web page information.

The Record Office will continue to refine the MTC Official Transcript by expanding the types of hours to include Quality Hours and Quality Points used in GPA calculations.

The Records Office will continue to survey a random group of students on the use of the new Graduation Application Process.

The Records Office will meet with academic Department Chairs to demonstrate the new Graduation Application process.

The Records Office will implement Document Imaging.

The Records Office will continue to coordinate with IRM and AIG to upload external transcript data into Colleague.

The Records Office will develop and implement a plan to use additional staffing to evaluate and data enter external transcripts.

The Records Office will continue to implement the CTAM Module of Colleague which will provide interactive enrollment, grading and graduation information for military students who are using the Military Tuition Assistance Program.

The Records Office will coordinate with Enrollment Services to provide training for personnel hired for the expanded Harbison Campus and the Center for Technology Excellence at the Northeast Campus.

The Records Office will implement the new AAS degree structure as mandated by State Tech.

Student Life will refine programs and services to include Student Advisory Board restructuring, revamping the student online newspaper, and increasing collaboration among active student organizations.

Student Life will implement a Student Life program review using CAS standards to evaluate and strengthen programs and services.

The Office of the Assistant Vice President for Student Development Services will coordinate the refinement of the Business Continuity Plan and the implementation of communication and training activities with the campus community.

SDS departments will continue to move toward a secure electronic storage environment for documents and files.

SDS departments will continue to move processes and forms to an interactive online environment.

Enrollment Services will complete the communications management module for admissions to include correspondence to students with specific student identification information and Campus Cruiser e-mail address.

The Office of Enrollment Services will develop and set up a tele-advising center that will manage the communications and follow-up to newly admitted students.

SDS departments will continue to revise and update paper and online forms.

Enrollment Services will create a complete electronic admission folder for each applicant in coordination with IRM.

Enrollment Services will further develop and enhance CollegeNet services to include use of the Contact Manager function.

The Assistant Vice President for Student Development Services Office will implement the newly adopted MTC Honor Code as part of the college's Academic Integrity Program.

The Assistant Vice President for Student Development Services Office will integrate the newly developed Academic Integrity DVD into the educational sanction options for academic dishonesty violations.

Priority Initiative: Provide community access to college and career opportunities.

Action Strategies:

Enrollment Services will continue to implement and enhance the college's outreach and recruitment plan targeted toward all of the college's main constituents, to include all secondary schools, community services, agencies, MELA, MEBA and the business/industry sector. This will include the onsite admissions program.

Student Development Services departments such as Counseling and Career Services, TRiO programs, and Enrollment Services will provide workshops on career planning and educational opportunities at local community sites.

Student Financial Services and TRiO programs will provide community workshops and seminars on financial resources for college.

The Offices of the Assistant Vice President for Student Development Services and Enrollment Services will collaborate with CHE to implement the college's Access and Equity program by providing targeted recruitment and outreach in high minority enrollment school districts.

Counseling and Career Services will collaborate with Recruitment and Community Outreach to involve African American male student employees from the African American Male Leadership Institute to reach out to African American male students in targeted high schools in an effort to increase the number of students from this population who go to college.

Counseling and Career Services will provide forums such as College Transfer Day, Military Day, Career Day and CareerFest and partner with One Stop Career Centers in the Central Midlands to provide local citizens and MTC students with access to educational programs and career opportunities for current and emerging careers.

The Office of Enrollment Services will support targeted programs and services for at-risk populations, to include Fast Track, Access and Equity and Special mini-orientation programs.

Enrollment Services will identify and contact cohorts in at risk markets, to include community and church/religious organization recruiting.

Student Development Services departments will work with the Columbia Urban League to facilitate the enrollment of underserved youth, to include youth in foster care.

Student Development Services departments will support career development and college enrollment from citizens in rural areas such as Batesburg-Leesville and Fairfield County.

Educational Talent Search will identify and serve 950 participants who are low-income and potential first-generation students in grades 6 to 12, providing them with career planning, financial assistance, and other college readiness services.

Upward Bound will identify and select 60 participants from low-income and/or first-generation potential college 9th through 12th grade students and provide them with intensive academic and college readiness support activities.

Educational Opportunity Center will identify and enroll into the program 1,000 adults in the community who are low-income and/or first-generation potential college student's, assess their needs within the first 45 days of service and provide them with college readiness and financial assistance.

Student Development Services departments will initiative activities to build the enrollment pipeline in high demand fields such as alternative energy (especially nuclear energy) and advanced manufacturing.

Student Development Services will work with local community organizations to assess the needs of the Latino community in the college's service area and design strategies to better address the needs of this population, as needed.

Priority Initiative: Enhance student retention and goal attainment.

Action Strategies:

The Office of Student Assessment will update the online Student Orientation module.

The Office of Student Assessment will, in collaboration with Assessment, Research and Planning and academic departments, adjust placement test scores and procedures, as needed, based on research information.

Student Life will enhance student retention and goal attainment by continuing to provide quality student services and programming that will allow students to feel more connected to MTC thus being more likely to continue their education.

Student Support Services will identify and serve at least 150 low income, first-generation students, assess their needs, develop an Educational Action Plan within 45 days of their admission to the program, and provide them with counseling, mentoring, and other services to meet identified needs.

The CAREERS Program will serve at least 200 students who are in high risk populations (low income, single parent, non-traditional fields, and students with disabilities) and provide them with a wide array of academic and career support services to enhance student retention, program completion, and job placement after graduation.

The WIA Youth Program will serve at least 100 low-income, out-of-school youth, ages 17-21 from Richland, Lexington, and Fairfield counties to offer job skills training and related services.

Counseling and Career Services will continue the implementation of a case management system that includes web-based tracking software. These case management activities will be expanded to include Counseling and Career Services and the planning team for the African-American Male Leadership Institute will continue expanding the activities of the AAMLI program to make more African American male high school students aware of the opportunities available to them for attending college and by reaching out to more enrolled MTC students to become involved in the program activities of the African American Male Leadership Institute.

Counseling and Career Services will continue to refine the initiative with students on academic warning and probation as well as students returning from suspension to increase their chances of success.

Counseling and Career Services will collaborate with other SDS departments and faculty to gather data on the issues affecting retention of African American females and investigate programs and strategies to increase retention of this population.

Student Financial Services will work closely with Counseling and Career Services to improve and implement retention of students who are in danger of losing their financial assistance because they have not met academic progress standards. This process will include a survey conducted by SFS to gather data and statistics that will be used to evaluate MTC's current initiatives with these students and to make improvements as needed.

Student Financial Services will collaborate with other departments and external agencies to integrate information on financial resources and planning into college enrollment and orientation processes.

Student Financial Services will develop a process for packaging and communicating MTC Foundation funding for need-based students when funds are available to be awarded to student accounts.

Student Development Services will work with local colleges and community organizations to expand activities available to MTC students in support of student engagement and persistence.

Priority Initiative: Identify and implement student-centered learning enhancements.

Action Strategies:

The Office of Student Assessment will continue to provide the college decision-makers with updated research data on student course placement and student success in entry-level courses.

MTC Upward Bound will provide 60 9th through 12th grade students with Saturday and summer academic programs which will enhance the GPAs of at least 35 percent of participants and result in 90 percent of participants advancing to the next grade level.

The Assistant Vice President for Student Development Services Office, in coordination with the Academic Integrity Task Force, will support communication and implementation of a student honor code to support academic integrity in the classroom and throughout all college activities.

Counseling and Career Services will continue to support the two Title III Soar counselors who work with and coach cohorts of academically under-prepared DVS students.

Counseling and Career Services will set up an umbrella webpage to collect and advertise work/learning Student Financial Services will expand the financial literacy program now available on the SFS website by creating a self-directed online course that students can take to improve their general knowledge of finances, assist them in setting long-term financial goals and direct them in creating a financial plan to pay their college expenses.

The Office of Enrollment Services (NSAOS) will continue to develop and implement a comprehensive series of services for students to include multiple student-parent orientation programs; advisors for new students; and tracking/communications for students throughout their first semester of college.

Student Development Services will work with other areas of the college to enhance transfer student retention and success by expanding Bridge program activities with senior colleges, providing on-campus admissions/advisement of MTC transfer students by the transfer institutions, hosting web page linkages to important admissions and advisement information at the transfer institutions, and linking MTC students with transfer mentoring programs and other support activities.

Student Life, Counseling and Career Services and the Student Ombudsman will plan and implement health-related workshops and resources designed to support college student health and wellness.

Priority Initiative: Promote faculty and staff participation in innovative strategies to enhance the learning environment.

Action Strategies:

All Student Development Services Offices will continue to seek, visit and train staff on innovative initiatives to enhance the college learning environment.

Student Development Services departments will offer webinars and workshops on topics such as advisement, student success, and working with under-served/at-risk student populations to MTC faculty and staff.

Student Development Services staff will continue to participate in Customer Service Workshops provided by SDS and the Continuing Education Division, HRM online training and profession-specific workshops such as those offered by NACADA, Archives and History, CACRAO and SCASFA.

Student Development Services staff will participate in and support the college's Quality Enhancement Plan (QEP).

Priority Initiative: Promote global awareness.

Action Strategies:

Student Life will promote and enhance global awareness of MTC students through international events and activities.

Counseling and Career Services will continue to promote career opportunities/career fairs with global opportunities (i.e. Teaching English in China / NACE Virtual International Career Fair).

The International Admissions Coordinator will participate in INS and NASFA information updates and training to stay abreast of changes in international student regulations and enrollment requirements.

The Office of the VPSSDS will support student trips abroad by working with trip organizers to ensure that trip insurance and other international trip support is in place.

Priority Initiative: Integrate diversity and multiculturalism into programs and services.

Action Strategies:

The Office of Student Assessment will continue to review and update departmental processes and techniques to ensure that diversity and multiculturalism is incorporated into all programs and services.

Student Life will integrate diversity and multiculturalism through programs and student organization activities.

Student Development Services staff will participate in professional development opportunities that integrate diversity and multiculturalism in their profession.

Counseling and Career Services will continue to promote and enhance the work of the African American Male Leadership Institute and will collaborate with other SDS departments as well as faculty to gather data on the issues affecting retention of African American females and investigate programs and strategies to increase retention of this population.

Goal 2: The college prepares a workforce that meets the demands of business and industry.

Priority Initiative: Provide a critical mass of employable students with competencies and credentials to meet employer needs.

Action Strategies:

The Office of Student Assessment will continue to support the use of multiple formats of WorkKeys in the Central Midlands area.

Student Development Services will provide support for WorkKeys and related skills-building activities to local high schools through MTC EEDA Pathways funds.

CAREERS will coordinate with the Midlands Education and Business Alliance to develop job skills booklets and media resources to be used by local school districts and MTC students.

Student Enrollment Services will collaborate with other departments to plan and implement Technical Scholars programs that build the pipeline for enrollment in high need academic programs such as Industrial and Engineering Technologies and support employer needs.

Priority Initiative: Promote career planning and adaptability to prepare students for current and emerging career opportunities.

Action Strategies:

CAREERS, Student Employment Services, and Student Financial Services will combine resources to give students the opportunity to participate in career shadowing, cooperative education courses, internships, and work-study opportunities to enhance student awareness of career opportunities and requirements.

The Offices of Enrollment Services, Counseling and Career Services, and CAREERS Programs will continue involvement with the Midlands Education and Business Alliance (MEBA) to assess employer needs, attend monthly Alliance meetings, and participate in career-related events.

CAREERS Programs will collaborate with MEBA to sponsor Health Science (HOSA) and Engineering Technology events on the MTC campus to expose secondary and college students to these career fields.

CAREERS Programs will collaborate with MEBA to expand the number of career alliances in the Central Midlands to include two new career alliances which support MTC academic programs and the EEDA.

Upward Bound and the Educational Talent Search programs will provide academic enrichment and college readiness activities to high school students.

Through career counseling, use of assessments such as Kuder, workshops, online information, and career fairs Counseling and Career Services will continue to make information and planning available to students and prospective students about career opportunities.

Goal 3: The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education.

Priority Initiative: Expand course offerings, student services and articulation with higher education institutions.

Action Strategies:

The Office of Student Assessment will continue to participate in the National College Testing Association's Consortium of College Testing Centers (CCTC) which provides test proctoring and placement testing services to other colleges, universities and their students.

Student Life will continue to support the newly established Future Educators Association, the purpose of which is to provide support, assistance, professional opportunities, and experience to students who intend to transfer to four-year institutions in pursuit of a career in education.

Student Life will provide opportunities for MTC students to participate in student leadership activities with senior colleges.

Counseling and Career Services will work with AAMLII to provide students opportunities to visit 4-year colleges and universities and will continue to offer transfer information on campus through Transfer Day.

Continue to implement and refine the admissions Bridge Program with the University of South Carolina.

Implement a new Bridge program with at least one additional senior college in 2008-09.

Priority Initiative: Expand collaboration and interaction with area school districts.**Action Strategies:**

The Office of Student Assessment will support WorkKeys testing in local area high schools.

The Office of Student Assessment will support EEDA/Pathway Grant activities promoting dual enrollment and college readiness/work readiness skills among high school juniors and sophomores.

Student Life will work to increase mentorship opportunities for African American student leaders with the Junior Buffalo Soldier Leadership Academy youth organization, which serves about 40 youth from Richland School Districts One and Two, and Lexington School Districts One and Two.

Student Development Services departments will work with Urban League, Keenan High School and other service area high schools to create and develop job awareness/readiness skills.

The Office of Enrollment Services will design an interactive web resource for guidance counselors.

Student Development Services departments will continue to plan and implement programs relevant to area school districts for students, teachers, parents, guidance counselors and school administrators.

Student Development Services will work with the SC State Department of Education to provide EEDA Pathways training support and workshops to local educators in the MTC service area.

Goal 4: The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Collaborate with economic development organizations and higher education institutions to increase business and industry development.

Action Strategies:

Counseling and Career Services will collaborate with (CATT) ReadySC to promote business and industry workforce needs.

Counseling and Career Services will partner with One Stop to promote workforce development and job readiness.

Counseling and Career Services will work with USC and other local colleges to sponsor joint CareerFest.

Student Enrollment Services will participate in local business expos and community career events.

Student Development Services departments will work with local companies such as Michelin, Continental, Shaw and VC Sumner/SCE&G to promote employment needs for current and emerging workforce needs.

Priority Initiative: Seek opportunities for dialogue and interaction to ensure the college is proactive in its participation in advancing the community.

Action Strategies:

Student Enrollment Services will facilitate a community advisory group in the Batesburg-Leesville area to discuss college program and service needs in the Batesburg-Leesville community.

Student Development Services departments will seek feedback from student/parent orientations, student financial workshops, and counselor sessions to determine needs.

Student Development Services staff will dialogue with community groups such as the Columbia Urban League and use focus groups and surveys to determine if the needs of local students and adults are being met.

Priority Initiative: Promote learning opportunities that strengthen civic responsibility.

Action Strategies:

Student Life will strengthen campus service learning opportunities through Student Advisory Board Community Involvement initiatives.

Student Life will engage student organizations and student groups in activities to promote service to the community.

Student Life will highlight student civic engagement through the student newspaper, presentations, and submission for student awards related to student civic responsibility.

Counseling and Career Services will work with SIFE and AAMLII to provide opportunities for students to become involved in activities that promote civic engagement

Goal 5: The college serves as a catalyst in economic development.

Priority Initiative: Design and implement innovative, proactive programs to address the needs of the business community and expand the workforce.

Action Strategies:

Student Development Services and the CAREERS Program will collaborate with MEBA to implement programs and publications which familiarize secondary educators with business/industry needs and emerging career fields.

Counseling and Career Services will provide employability/job success workshops and career days.

MTC will work with employers such as Michelin, Continental and others to create technical scholars programs and internships to expand the qualified pool of candidates for careers in technical fields such as engineering technologies and advanced manufacturing.

Student Enrollment Services will involve MTC department faculty and local employers in high school events and college open houses, in order to expose local schools and community to areas of critical workforce needs.

Priority Initiative: Establish programs to promote entrepreneurship and small business development.

Action Strategies:

Student Life will support activities of the new Students in Free Enterprise (SIFE) organization, the Entrepreneurship Club, and other similar organizations.

Counseling and Career Services will expand the opportunities for entrepreneurship through the SIFE organization and will integrate information about entrepreneurship into career counseling information.

Goal 6: The college validates its programs and services through a comprehensive evaluation process.

Priority Initiative: Develop systemic processes that provide the leadership of the college with information and data to support strategic and operational decision-making.

Action Strategies:

The Offices of Student Assessment, Counseling and Career Services and Student Enrollment Services will review and implement recommended enhancements within the departments as a result of the 2007-08 program reviews.

The Office of Student Assessment, in coordination with Assessment, Research and Planning and academic departments will review student assessment data and make adjustments as needed.

The Office of Student Enrollment Services, in coordination with Assessment, Research and Planning, will use data from internal and external information systems to establish baseline trend data and enrollment trends by high school and school district.

Priority Initiative: Support the development and use of national and peer comparisons to measure the effectiveness and efficiency of academic and administrative performance.

Action Strategies:

Successfully complete Program Review in at three Student Development Services departments using national Council on Advancement of Standards (CAS) criteria.

Priority Initiative: Support department-based research by faculty and staff.

Action Strategies:

Student Development Services will further the training of the new SDS Datatel technical team and support Datatel technical training within departments.

Student Development Services departments will engage in individual departmental surveys designed to provide continuous departmental improvement and service quality.

SDS Technology Services will continue to employ feedback from the Student Online Advisory Panel to provide feedback on web page and online services initiatives.

Priority Initiative: Enhance the college's national recognition as a leader in institutional planning, effectiveness, assessment and innovative research concepts.

Action Strategies:

Student Development Services staff will share successful program and services strategies through regional and national associations.

Priority Initiative: Develop and disseminate information needed to influence the direction of post-secondary education in South Carolina.

Action Strategies:

Student Development Services department leaders will share innovative and successful strategies through peer groups and professional state associations.

Priority Initiative: Develop and implement comprehensive risk management strategies.

Action Strategies:

The Assistant Vice President for Student Development Services and the Business Continuity Planning Task Force will update the MTC Business Continuity Plan and Crisis Response Procedures and implement college training activities.

Goal 7: The college engages in efficient, effective and innovative resource development and management.

Priority Initiative: Seek partnerships with local agencies and higher education institutions to enhance and leverage resources.

Action Strategies:

Continue to partner with USC and local area colleges in joint career fair. Continue to partner with One Stop on job readiness.

Counseling and Career Services will collaborate with Three Rivers Mental Health Center to deliver 24/7 support for MTC students in crisis.

Expand the number of Bridge program partnerships with senior colleges.

Expand MTC student activities through shared activities with local colleges and community organizations.

Student Assessment Services will collaborate with Fort Jackson to deliver on-site assessment services for the Fort, with compensation which will offset costs. This will enable the college to provide better support services for the growing number of civilian and military personnel on the Fort without incurring additional costs.

Priority Initiative: Seek and obtain alternate funding.

Action Strategies:

Student Development Services will acquire and manage \$2 million in external grant funding to provide increased support for access, equity, and student success initiatives.

Student Development Services, in coordination with the MTC grants office, will begin preparation for and submit a Student Support Services grant for competitive refunding.

Student Development Services, in coordination with the MTC grants office, will submit a local plan for Perkins IV funding renewal.

Counseling and Career Services will collaborate with external entities such as Vocational Rehabilitation to leverage resources to students with disabilities.

MTC will acquire \$62,000 in EEDA Pathways funding to enable the college and high schools to better collaborate on the identification of under-prepared juniors and to build enrollment pools for dual enrollment courses with local high schools.

Priority Initiative: Develop methods to conserve resources and increase revenue.

Action Strategies:

Continue to provide, develop and enhance more online career resources and other virtual services.

Continue to implement the move toward a secure electronic storage environment for documents and files.

Continue to move processes and forms to an interactive online environment.

New Student Advisement and Orientation Services will collaborate with Counseling Services, Student Assessment, faculty and staff to develop a series of html files to enhance new student orientation to college.

SDS departments will continue to cross-train staff to support the ability to provide multiple services at the point of student contact.

Priority Initiative: Position the college to maximize state and local support.

Action Strategies:

The VP for Student Development Services will continue to involve MTC student leaders in county and legislative activities designed to maximize state and local support for the college.

Goal 8: The college recruits, retains and develops exceptional faculty and staff.

Priority Initiative: Provide opportunities and funding to ensure the on-going professional development of faculty and staff.

Action Strategies:

All Student Development Services staff will participate in at least one professional development activity.

Student Development Services will provide on-campus webinars on key topics in order to expose a greater number of faculty and staff to professional development opportunities for a reasonable cost.

SFS senior counselors will be trained in the basics of comprehensive financial planning for college so they can better assist students and their families in managing the rising cost of a college education.

The VPSSDS will ensure funding for the continuing Datatel support and training of the SDS technical team.

All new SDS staff will participate in a structured orientation to the college, to include online activities, customer service strategies, meetings with the President and Vice President, and the assignment of a first-year mentor.

SDS staff will have the opportunity to apply for professional development funds through an open departmental call for professional development funding.

Student Development Services will continue to focus on customer service and will integrate customer service activities into new employee orientation and division meetings.

Priority Initiative: Develop and implement innovative strategies for the recruitment and retention of faculty and staff.

Action Strategies:

Student Development Services will serve as a host site for practica in Student Development Services for graduate students in Student Personnel Services, Higher Education and Counseling Masters and Doctoral programs, in order to acquaint them with career opportunities in two-year colleges.

The Assistant Vice President for Student Development Services will serve as local host for visitations of the University of South Carolina graduate school class on The Community College.

Priority Initiative: Ensure accurate and meaningful communication college-wide.

Action Strategies:

The Office of Enrollment Services will continue to develop entering student contact information with faculty and staff through CollegeNet e-sponses and triggers with priority for low enrollment and high demand industry areas.

Student Development Services will send e-mails to student Campus Cruiser accounts on important college communications. Students will be informed that they need to check and maintain their Campus Cruiser accounts at the point of admission and throughout college web and print publications.

The college community who sign up for text messaging will receive immediate emergency messages, as needed.

Important college communications will be posted to MTCVNN, the *MTC News* and the *Pony Express*.

Student web and print communications will be reviewed by student advisory groups prior to dissemination, in order to ensure clarity of communications to students. Student input will be sought regarding ways to enhance college communications.

Priority Initiative: Integrate diversity and multiculturalism into employment practices and professional development.

Action Strategies:

SDS managers will review staffing diversity prior to the posting of vacant positions and efforts will be made to provide staffing reflective of the students served.

Diversity and multiculturalism are part of the CAS criteria by which Student Development Services programs are evaluated, so this element is built into the review of each SDS department.

All SDS permanent staff members are provided at least one targeted activity appropriate to their job duties and goals.

SECTION III

Critical Success Factors, Indicators of Effectiveness and Measurement Standards

CRITICAL SUCCESS FACTORS AND INSTITUTIONAL EFFECTIVENESS INDICATORS
--

CRITICAL SUCCESS FACTORS

A Dynamic Educational Programs	B Student Outcomes	C Quality Support Services	D Economic Development and Community Involvement	E Effective Leadership and Management	F Collaborative Organizational Climate
Indicators of Effectiveness					
A-1 Achievement in General Education	B-1 Student Goal Attainment	C-1 Client Satisfaction	D-1 Support of Economic Development	E-1 Cooperative Planning and Goal Attainment	F-1 Ongoing Professional Development
A-2 Assessment of the Academic Major	B-2 Graduation Rates	C-2 Assessment of Programs and Services	D-2 Interaction With the Community	E-2 Management of Resources	F-2 Faculty/Staff Diversity
A-3 Articulation Agreements	B-3 Placement Rate in Work Force	C-3 Entry Testing and Course Placement	D-3 Positive Community Response	E-3 Acquisition of Public/Private	F-3 Support for Equity in Employee Salaries/Benefits
A-4 Accreditation	B-4 Transfer Rates and Performance	C-4 Access and Equity	D-4 Partnerships and Alliances Resources	E-4 Facility and Technology Development	F-4 Employee Satisfaction
	B-5 Retention Rates				
	B-6 Licensure Exam Rates				

Critical Success Factors

Critical Success Factor A: Dynamic Educational Programs

Definition: The central mission of the college is providing quality educational programs that prepare students to enter the workplace or to transfer to a senior institution. The faculty design curricula to develop students' competencies for a competitive environment, increasingly defined by change and globalization, while sustaining a core of general knowledge and skills, maintaining requirements for external accreditations, and supporting student-centered transfer agreements.

Critical Success Factor B: Student Outcomes

Definition: Midlands Technical College achieves its mission when its students attain their goals. These goals may include remaining in college and graduating in their fields of study, attaining specific skills, successfully transferring to senior colleges and universities, obtaining employment in the work force, and performing well in their professions.

Critical Success Factor C: Quality Support Services

Definition: Midlands Technical College provides opportunities for educational access to widely diverse populations. To successfully respond to these multiple constituencies, the college continually assesses the needs and satisfaction levels of its students, alumni and employers. The college then uses this information to provide appropriate programs, services, facilities, technology and other resources to achieve student and college goals.

Critical Success Factor D: Economic Development and Community Involvement

Definition: The College supports economic development through the appropriate education and training of entry-level workers and the retraining of current employees, based on local business and industry demands. Midlands Technical College's faculty and staff are actively involved in the community and its development.

Critical Success Factor E: Effective Leadership and Management

Definition: To be effective, the college must be accountable to the citizens and students who provide resources. This accountability includes demonstrating effective leadership, planning, acquisition of resources, resource management, and development of facilities and technology for the attainment of college goals.

Critical Success Factor F: Collaborative Organizational Climate

Definition: The culture of an organization powerfully influences the performance of its members, the use of its resources, and the quality of its programs and services. Midlands Technical College seeks to promote a collaborative institutional climate through a shared strategic vision and common organizational values. Decision making and resource allocation reflect these values and are influenced by broad input from college associates.

CRITICAL SUCCESS FACTORS, INDICATORS OF EFFECTIVENESS AND MEASUREMENT STANDARDS 2008-2009

CSF A: DYNAMIC EDUCATIONAL PROGRAMS

INDICATOR A-1: Achievement in General Education

Definition: Achievement in general education means the extent to which associate degree graduates demonstrate competence in meeting the general education core adopted by the college.

Standards:

- Eighty percent of associate degree students will demonstrate satisfactory mastery of the defined general education core competencies in their major. (ED)
- Eighty-five percent of employers will rate the general education skills of MTC graduates as average or above average. (ED)

INDICATOR A-2: Assessment of the Academic Major

Definition: A “major” is an organized group of courses which, together with support and/or general education courses, constitute a full program of study. The assessment of the academic major will determine the degree to which student’s master specialized knowledge and skills leading to employment in their field or discipline and/or success in a transfer senior-level program.

Standards:

- Ninety percent of students will demonstrate mastery of stated program learning outcomes (goals achieved, mastery of capstone competencies and employment success). (ED)
- Each client survey of students, alumni, employers, etc., will reveal 90 percent satisfaction with the individual program. (ED)
- Each program will meet or exceed 90 percent of specific program success standards. (ED)
- 90 percent of recent program graduates will demonstrate stated program learning outcomes in success at Senior institutions. (Student Performance by Program). (ED)

INDICATOR A-3: Articulation Agreements

Definition: Articulation refers to mutual agreements between two or more educational institutions on shared or transferable programs, practices or courses.

Standards:

- MTC will maintain articulation agreements with 100 percent of all accredited senior institutions in the college’s service area. (ED)

INDICATOR A-4: Accreditation

Definition: Accreditation refers to endorsement for membership by an external, professional agency based upon the successful demonstration of competency in standard criteria. Midlands Technical College is accredited by the applicable agencies listed in the ACT 359 implementation process, but the college's accreditation is not limited to these agencies.

Standards:

- MTC will hold accreditation from 100 percent of the recognized accrediting bodies included on the CHE adopted list for which accreditation is available. (3D - Accreditation of Degree Granting Programs) (ED)

CSF B: STUDENT OUTCOMES**INDICATOR B-1: STUDENT GOAL ATTAINMENT**

Definition: Student goal attainment is successful achievement of students' stated educational goals, to include program completion, employment, transfer to another educational institution or acquisition of specific skills. Goal attainment will be assessed by student self-reports and student tracking data.

Standards:

- Ninety percent of graduating students will indicate that MTC has contributed to attainment of their educational goals. (SDS)
- Fifty percent of non-completing students will indicate that MTC has contributed to attainment of their educational goals. (SDS)
- Seventy percent of entering first-time freshmen will meet or persist toward their goal of graduation, transfer or employment. (SDS/ED)

INDICATOR B-2: Graduation Rates

Definition: Graduation rates record the proportion of an identified entering cohort officially enrolled in an academic program that completes a degree, diploma or certificate. The results are reported at specified intervals.

Standards:

- Rate 1 - The percentage of first-time, full-time freshman who graduate within 150 percent of program time will meet or exceed the annual benchmark established for Act 359. (7A - Graduation Rate) (SDS/ED)

INDICATOR B-3: PLACEMENT RATE IN WORKFORCE

Definition: The colleges' workforce placement rate is the proportion of an identified entering student cohort achieving a "marketable skill" who obtains employment within one year of last attendance.

Standards:

- Students employed or continuing their education within 6 months of graduation will meet or exceed 90 percent. (SDS/ED)

INDICATOR B-4: TRANSFER RATES AND PERFORMANCE

Definition: Transfer rates and performance are defined as the number and rate of student transfers, along with a comparison of the performance of students who previously attended MTC to students who began their studies as first-time freshman at the transfer institution.

Standards:

- A sample of former MTC students who have completed at least 15 semester hours at a reporting public senior institution, GPA's will approximate that of native students. (ED)

INDICATOR B-5: RETENTION RATES

Definition: Generally, retention is the proportion of an identified fall-term student cohort that is still enrolled or has completed a program of study within a specified period of time. In some situations, fall-to-fall enrollment data for targeted populations is compared and reported as the retention rate for those populations to meet state reporting requirements. Specific definitions and methodologies are reported by standard.

Standards:

- The retention of subpopulation groups will be within five percent of the college-wide average. (ED/SDS)
- The freshman-to-sophomore retention rate will be at or above the national retention rate for two-year public colleges. (ED/SDS)
- The annual retention rate (fall-to-fall) of other-race undergraduate students will meet or exceed the annual benchmark established for Act. 359. (8C2 - Accessibility of Institution to All Citizens of the State) (ED/SDS)

INDICATOR B-6: LICENSURE EXAM RATES

Definition: Licensure exam rates are defined as the pass rate of college graduates who take post-graduate professional, graduate or employment-related exams and licensure/certification exams.

Standards:

- All programs will meet or exceed the state and/or national norms for each licensure examination. (ED)
- Of MTC graduates taking post-graduate professional, graduate or employment-related exams and licensure/certification exams will meet or exceed the annual benchmark. (7D - Scores of Graduates on Professional, Graduate or Employment-Related Examinations and Certification Tests) (ED)

CSF C: QUALITY SUPPORT SERVICES**INDICATOR C-1: CLIENT SATISFACTION (STUDENTS)**

Definition: Client satisfaction encompasses the satisfaction of students and employers with the programs and services offered by the college, as well as the skill-attainment levels of graduates.

Standards:

- At least 90 percent of students surveyed will indicate satisfaction with personal growth. (SDS)
- At least 80 percent of students surveyed will indicate satisfaction with college services, and satisfaction with services will exceed national norms for two-year colleges. (SDS)
- At least 90 percent of the students surveyed will rate course content and instructional quality of continuing education programs as satisfactory or better. (CE)

INDICATOR C-1: CLIENT SATISFACTION (EMPLOYERS)**Standards:**

- At least 90 percent of employers will rate MTC graduates as average or above average in: general education, technical skills, non-technical skills and readiness for the work force. (ED)
- At least 90 percent of employers will recommend MTC graduates to other employers. (ED)
- At least 90 percent of the companies surveyed will rate course content and instructional quality of continuing education programs as satisfactory or better. (CE)
- At least 90 percent of businesses or organizations that used MTC's continuing education programs and services will indicate they would use those services again. (CE)

INDICATOR C-2: ASSESSMENT OF PROGRAMS AND SERVICES

Definition: Assessment of programs and services is defined as the internal self-studies and program reviews of college programs, services and activities that are conducted to determine their effectiveness. These assessments are conducted using proven research techniques and practices.

Standards:

- Student Development Services departmental reviews will reflect an overall rating of 4 (Good) on a 5-point scale. (SDS)
- Business Affairs program reviews will reflect a rating of 4 on a 5 point scale. (BA)

INDICATOR C-3: ENTRY-TESTING AND COURSE PLACEMENT

Definition: Entry-testing and course placement measure the relationship between the specific academic skills of students at college entry and their subsequent success in targeted entry-level courses.

Standards:

- The college will maintain a 75 percent success rate (C or better excluding W's and I's) for students placed in targeted courses based on initial test data. (SDS/ED)

INDICATOR C-4: ACCESS AND EQUITY

Definition: The college provides special recruitment, counseling and educational support services for students who have diverse educational needs and who have been traditionally under- represented and under served by higher education. The college also assists under prepared students in developing the skills necessary to enter college-level programs.

Standards:

- The percentage of gender and race of the student body at the college will be within five percent parity with the composition of the community. (ED/SDS/ADV)
- At least 23.0 percent of undergraduate headcount students enrolled at MTC in the fall term will be citizens of South Carolina who are other-race according to federal reporting definitions. (8C1 - Accessibility to the Institution of All Citizens of the State) (ADV/ED/SDS)
- In target curriculum courses, success rates of students who complete developmental courses should be at least 85 percent of success rates of students who were not required to enroll in developmental courses. (ED/SDS)

CSF D: ECONOMIC DEVELOPMENT AND COMMUNITY INVOLVEMENT**INDICATOR D-1: SUPPORT OF ECONOMIC DEVELOPMENT**

Definition: Support of economic development is the extent to which the college provides the short-term credit or noncredit training needed to support business and industry and the economic development of the service area.

Standards:

- The Central Carolina Economic Development Alliance will report MTC had a positive impact on corporate decisions to locate or expand in the Midlands. (PRES)
- Of a sample of existing businesses that use MTC education and training services through the Continuing Education Division, 80 percent report that MTC had a positive impact on employee productivity. (CE)

INDICATOR D-2: INTERACTION WITH THE COMMUNITY

Definition: The colleges' interaction with the community is measured by its responsiveness to the community and the interactions between its associates and community organizations.

Standards:

- Eighty percent of community leaders surveyed report that MTC is a positive influence on the quality of life of the community. (PRES/ADV)
- At least 90 percent of the 12-26 aged disadvantaged individuals served by MTC Student Development Services outreach programs to promote post-secondary preparedness will continue to the next grade or enter post-secondary education. (SDS)

INDICATOR D-3: POSITIVE COMMUNITY RESPONSE

Definition: Midlands Technical College conducts outreach and development activities throughout the community to promote greater understanding of the college's opportunities and needs.

Standards:

- Students admitted and enrolled at the college will include a minimum of 25 percent of the most recent local high school graduates admitted to any post secondary education institution. (ADV/ED/SDS)

INDICATOR D-4: PARTNERSHIPS AND ALLIANCES

Definition: The colleges' partnerships and alliances are the external collaborative activities that assist it in serving its various constituencies.

Standards:

- The college will complete form to report cooperation and collaboration of the college within the technical college sector. (4A/B – Cooperation and Collaboration, Technical College sectors) (ED/BA/SDS/CE)
- College annual reports will reflect collaborative partnerships and alliances with at least 50 community organizations, businesses, and educational institutions each year. (SDS)

- Surveys of college partners, conducted once every three years, will indicate at least 90 percent satisfaction and benefit from their relationship with the college. (SDS)

CSF E: EFFECTIVE LEADERSHIP AND MANAGEMENT

INDICATOR E-1: COOPERATIVE PLANNING AND GOAL ATTAINMENT

Definition: Cooperative planning and goal attainment are founded in the college's systematic planning and evaluation process, which is designed to achieve its mission, and in the programs needed to fulfill its mission.

Standards:

- The mission statement will be approved by the Commission on Higher Education on a five year cycle or as appropriate when changes are adopted. (1C - Approval of a Mission Statement) (PRES)
- The college will attain the goals set forth in the strategic plan as related to expected results, resources required/dedicated and time lines. (1E - Attainment of Goals of the Strategic Plan) (PRES)

INDICATOR E-2: MANAGEMENT OF RESOURCES

Definition: Management of the college's resources involves the equitable distribution of resources to programs and services. Equitable allocation is based on the identified needs of the institution and the findings from college research projects. This indicator also addresses efficiency issues related to class size and student-to-faculty ratios.

Standards:

- The average class sizes at the college will be 12-27. (3A1 - Class Sizes and Student/Teacher Ratios) (ED)
- The ratio of FTE student per FTE faculty will be 10-20. (3A2 - Class Sizes and Student/Teacher Ratios) (ED)
- The average number of credit hours taught by teaching faculty is not available. (3B - Number of Credit Hours Taught by Faculty) (ED)
- The standard for the ratio of full-time faculty as compared to other full-time employees is not available. (3C - Ratio of Full-time Faculty as Compared to Other Full-time Employees) (ED/BA)
- The average number of continuing education units produced will equal or exceed the annual benchmark established for Act 359. (8B - Continuing Education Programs for Graduates and Others) (CE)
- The general overhead cost per FTE student will equal or exceed the annual benchmark established for Act 359. (5D - Amount of General Overhead Costs) (BA)

INDICATOR E-3: ACQUISITION OF PUBLIC/PRIVATE RESOURCES

Definition: The acquisition of resources involves developing, maintaining and sustaining favorable relationships with appropriate public officials and potential private donors and/or partners. These relationships should lead to stable and increased resources and support for the college.

Standards:

- Local appropriations will equal the college's annual operational and capital funding budget request. (BA/PRES)
- Contributions to the foundation will increase by 5 percent each year. (ADV)
- The endowment per FTE student will increase by 5 percent each year. (ADV)
- The diversity of financial support to the MTC foundation will approximate the diversity mix of foundation structures of public 2-year colleges nationally. (ADV)
- Personal contributions from individuals representing alumni, current students, faculty, staff and community supporters will increase by 5 percent annually. (ADV)
- The activity level of grant and contract applications, awards and resulting funds will follow a positive trend line over time. (ADV)

INDICATOR E-4: FACILITY AND TECHNOLOGY DEVELOPMENT

Definition: Facility and technology development depends on broad-based short-term and long-term planning. The planning process for facilities and technology development will include the identification and prioritization of specific projects, potential funding sources and estimated time lines.

Standards:

- Space utilization will meet or exceed the average for the Technical College system. (BA)
- User satisfaction measured by the MTC Employee and Student Opinion surveys will meet or exceed 85 percent for each category evaluated. (BA)

CSF F: COLLABORATIVE ORGANIZATIONAL CLIMATE

INDICATOR F-1: ON-GOING PROFESSIONAL DEVELOPMENT

Definition: On-going professional development involves appropriate professional development opportunities that are provided on an on-going basis to all faculty and staff.

Standards:

- Overall college involvement in professional development activities will exceed 90 percent annually. (PRES)

INDICATOR F-2: FACULTY/STAFF DIVERSITY

Definition: Faculty and staff diversity includes creating and sustaining an inclusive environment through the use of appropriate human resource management practices. These practices will include compliance with federal and state laws and regulations and the use of accepted and proven recruitment strategies.

Standards:

- Attain a minimum of 80 percent overall goal attainment, as published in the annual South Carolina Human Affairs Status of State Agencies Affirmative Action Plans and program report. (BA)
- The percent of headcount teaching faculty, who are other-race will meet or exceed the annual benchmark established for Act 359. (BA)

INDICATOR F-3: SUPPORT FOR EQUITY IN EMPLOYEE SALARY/BENEFITS

Definition: Equity in employee salaries and benefits is the extent to which MTC employees' salaries and benefits are comparable to the salaries and benefits of employees at similar community colleges and post-secondary institutions in the state and southeastern region. Equity also refers to the extent to which raises and benefits are provided equitably throughout the college.

Standards:

- Classified salaries will exceed the mean salary of state employees with comparable classification. (BA)
- MTC's average faculty salary will equal the national mean faculty salary for two-year institutions. (2D - Compensation of Faculty) (ED/BA)

INDICATOR F-4: EMPLOYEE SATISFACTION

Definition: The satisfaction of college employees is measured by their involvement in the college's decision making process, the adequacy of the programs and services offered, and the resources available for conducting their work.

Standards: (Please draft suggestions for standards in the space(s) below.)

SECTION IV

Reports to the SC Commission on Higher Education, 2009-2010

REPORTS TO THE SC COMMISSION ON HIGHER EDUCATION

The reports listed below are required by the Commission on Higher Education in August 2009 and the college's plan for assessing each component is included. The Commission will evaluate the report content using the issues outlined in each plan. Of particular interest to CHE is an explanation of the strategies and actions implemented by the college to address the information received in the analysis of the component.

2009 CHE REPORTS:

Component 2: Majors or Concentrations

Component 6: Library Resources and Services

Reporting Cycle of the Institutional Effectiveness Components For South Carolina Technical Colleges											
Institutional Effectiveness Components	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1. General Education	X				X				X		
2. Majors or Concentrations	X	X	X	X	X	X	X	X	X	X	X
3. Academic Advising			X				X				X
4. Achievement of Students Transferring from 2-year to 4-year Institutions	X		X		X		X		X		X
5. Procedures for Student Development		X				X				X	
6. Library Resources and Services				X				X			
Total Components Per Year	3	2	3	2	3	2	3	2	3	2	3

COMPONENT 2:

Majors or Concentrations

OFFICE OF PRIMARY RESPONSIBILITY: Vice President for Arts & Sciences and
Vice President for Career Programs

REPORT FREQUENCY: Annually

DEFINITION:

The assessment of academic majors at Midlands Technical College determines the degree to which programs provide and students master specialized knowledge, skills and attitudes leading to employment in their field or discipline and/or success in a transfer senior-level program. A "major" at Midlands Technical College is an organized group of courses that, together with support and/or general education courses, constitutes a full program of study leading to an associate degree.

MAJOR ISSUES:

1. Are faculty, staff, administration and employers involved (through curriculum development processes such as DACUMS) in the identification of program/major outcomes? Does this involvement result in the development of effective outcome measures?
2. How effective is the program feedback provided by lay advisory committees and employers in assisting programs in evaluating course currency and graduate performance?
3. How effective is the performance of program graduates when compared to stated standards, program competencies and/or professional licensing exams?
4. Are program majors making adequate progress toward goal completion? How do we effectively measure this progress?
5. Is a wide perspective on determining the level of satisfaction with program components sought from students, alumni and employers? What level of satisfaction is perceived by each of these groups and desired by the college?
6. What mechanisms should be developed to follow-up on evaluation outcomes, recommendations and improvements made as a result of the assessment process?

ASSESSMENT METHODOLOGY:

1. Analysis of the college's academic program review includes: achievement of goals; mastery of capstone competencies; program grade point averages (GPAs); mastery of general education core competencies; employment success; the results from surveys of students, graduates and employers; retention rate; and number of graduates.
2. Programs will establish specific program success goals and review multiple measures including: load, costs, enrollment, graduates, GPA, transfer, constituent survey results, program standards and student placement.
3. A system to monitor the implementation of program review recommendations and actions to ensure academic program improvements.
4. An annual follow-up on recommendations made by lay advisory committees.

ASSESSMENT OF MAJORS

Review Cycle

2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
					AA AS	
	MED SUR	CPT	MLT NMT			MED SUR
AET		TSM	RAD		RES	
EET	MKT		PTA **	HIM		MKT
CET	MGT	OST		EEM	AET	MGT
	ACC			AUT	EET	ACC
CRJ*		LEG	CGC	BCT	CET	
	DHG	HUS	HVAC	ADN		DTA
	DTA		MTT	PNR	CRJ*	DHG
		PHM				
		DVS				

** PTA moved to 08-09 due to change in Dept Head and equalizing the number of programs to review annually.

*** BCT Tentatively scheduled for 09-10 depending on enrollment and graduates history.

AA	- Associate in Arts	ABET every 6 years
ACC	- Accounting	ACBSP every 10 years
ADN	- Associate Degree Nursing (ADN)	ADN every 8 years
AET	- Architectural Engineering Technology	DHG every 5 years
AS	- Associate in Science	DTA every 5 years
AUT	- Automotive Technology	HIM every 5 years
CET	- Civil Engineering Technology	HUS every 5 years
CGC	- Commercial Graphics	LEG every 5 years (ABA)
CPT	- Computer Technology	MED every 5 years
CRP	- Court Reporting	MLT every 5 years
CRJ	- Criminal Justice Technology	NMT every 5 years
DAT	- Dental Assisting	PHM every 5 years
DHG	- Dental Hygiene	PNR every 5 years
DVS	- Developmental Studies	PTA every 5 years
EET	- Electronics Engineering Technology	RAD every 5 years
EGT	- Engineering Graphics Technology	RES every 5 years
HIM	- Health Information Management	SUR every 5 years
HVAC	- Heating, Ventilation, Air Conditioning Tech	
HUS	- Human Services	
EEM	- Industrial Electricity/Electronics	
LEG	- Legal Assistant/Paralegal	
MTT	- Machine Tool Technology	
MGT	- Management	
MKT	- Marketing	
MET	- Mechanical Engineering Technology	
MED	- Medical Assisting	
MLT	- Medical Laboratory Technology	
NMT	- Nuclear Medicine Technology	
OST	- Office Systems Technology	
PHM	- Pharmacy Technology	
PNR	- Practical Nursing	
PTA	- Physical Therapist Assistant	
RAD	- Radiologic Technology	
RES	- Respiratory Care	
SUR	- Surgical Technology	
TSM	- Telecommunications Systems Management	

COMPONENT 6: Library Resources and Services

OFFICES OF PRIMARY RESPONSIBILITY: Vice President for Arts and Sciences and
Director of the Library

REPORT FREQUENCY: Alternate Four Years – 2005, 2009

DEFINITION:

The purpose of this component is to determine the effectiveness of the library in meeting the college's educational goals and to improve the overall quality of library and information literacy programs and services.

MAJOR ISSUE:

1. How effective is the library in providing services to support the educational goals of the college and the mission of the library? This includes a review of: 1) access to a broad range of learning resources in a variety of formats, 2) adequacy and relevance of collections, 3) library and information literacy instruction, 4) support for distance learning, 5) technological advances, 6) cooperative agreements, 7) collaboration with faculty and 8) adequacy of staff, physical facilities and hours of operation.

ASSESSMENT METHODOLOGY:

1. Comprehensive collection and review of critical data such as:
 - a. Satisfaction surveys of users (students, faculty and staff) of library services.
 - b. Evaluation of success in meeting the library goals and objectives defined in the college's strategic plan.
 - c. Reports of usage levels to include: electronic contacts to library system, circulation and attendance patterns.
2. Analysis of data against SACS and ACRL criteria on access, collections, instruction, support for distance learning, technology, cooperative agreements, collaboration with faculty, and adequacy of staff, physical facilities and hours of operation to determine how well the library is meeting its mission.
3. Follow-up reports regarding actions taken to ensure continuous library improvement.

SECTION V

College Wide Survey Activities

Midlands Technical College Survey Schedule								
Survey Title	2006		2007		2008		2009	
Term	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Advancement Opinion Survey				✓				
Business Affairs Employee Satisfaction Survey	✓					✓		✓
Business Affairs Student Satisfaction Survey	✓		✓					✓
CCSFE Faculty Survey		✓		✓		✓		
CCSSE Student Survey		✓		✓		✓		✓
Faces of the Future Survey	✓							
Graduate Follow-Up Survey	✓		✓		✓		✓	
Library Services Survey						✓	✓	